DOCUMENT RESUME

ED 431 120 CE 078 795

TITLE Australian Vocational Education and Training Statistics 1998: In Detail.
INSTITUTION National Centre for Vocational Education Research, Leabrook (Australia).
SPONS AGENCY Australian National Training Authority, Brisbane.
ISSN ISSN-1329-0800
PUB DATE 1999-06-00
NOTE 146p.; For related document, see CE 078 794.
AVAILABLE FROM National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; e-mail: ncver@ncver.edu.au; Web site: http://www.ncver.edu.au/
PUB TYPE Numerical/Quantitative Data (110)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Achievement; Diversity (Student); *Enrollment; Expenditure per Student; Expenditures; Foreign Countries; *Job Training; Postsecondary Education; Program Costs; School Demography; School Statistics; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS *Australia; TAFE (Australia)

ABSTRACT

This publication shows the diversity of the Australian vocational education and training system (VET) at the client, provider, and program levels. The report includes all VET delivery by TAFE (Technical and Further Education) and other government providers, registered community providers, some VET delivered in schools, and publicly funded delivery by private providers in 1998. The report includes detailed statistics for Australia as a whole and or its eight states and territories, presented in 21 tables as well as narratives. Seven appendixes include notes, a glossary, lists of training organizations and locations, financial data, classifications, and other data. Highlights for 1998 include the following: (1) 1.54 million students undertook vocational programs in 1998, which is a 5 percent increase over 1997 and represents 12 percent of Australia's working-age population; (2) in the 10 years from 1989 to 1998, the number of students in vocational programs increased by 65 percent; (3) persons aged 15-24 years comprised 38 percent of students and took 54 percent of the hours of training; (4) community and private providers accounted for 25 percent of the students; and (5) $4.01 billion was spent on VET nationally in 1998, a 1.4 percent increase over 1997. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 431 120

AUSTRALIAN
VOCATIONAL
EDUCATION &
TRAINING

NCVER

detail

CE078 175

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

2B

BEST COPY AVAILABLE

AUSTRALIAN
VOCATIONAL
EDUCATION
AND
TRAINING
STATISTICS
1998

*

in detail

Published by
National Centre for Vocational Education Research Ltd.
A.C.N. 007 967 311
for the
Australian National Training Authority

© Australia National Training Authority 1999.

ISSN 1329-0800

TD/TNC 58.26

Australian Vocational Education and Training Statistics 1998 : In detail

This work has been produced with the assistance of funding provided by the Australian National Training Authority (ANTA) and is published by the National Centre for Vocational Education Research (NCVER) Ltd, CAN 007 967 311 under license from ANTA. Apart from any use permitted under the *Copyright Act 1968*, no part of this publication may be reproduced by any process without the written approval of NCVER Ltd. Requests should be made in writing to NCVER Ltd.

The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian National Training Authority.

INQUIRIES

For further information concerning these statistics, contact the National Centre for Vocational Education Research Ltd., 252 Kensington Road, Leabrook SA 5068, Australia, or telephone 08 8333 8400.

Comments regarding this publication are welcomed. They should be forwarded to the above address or by e-mail to: vet_req@ncver.edu.au

June 1999

Quality Endorsed Company

NCVER

Australian National Training Authority

LIST OF TABLES

1998 CLIENTS

TABLE 1 Age of clients in vocational programs (as at 30 June 1998) by state and territory and sex

TABLE 2 Geographic region of home address by state and territory

TABLE 3 Clients by geographic region of training provider location by state and territory

TABLE 4 Aboriginal/Torres Strait Islanders by state and territory

TABLE 5 Geographic region of home address of Aboriginal/Torres Strait islanders by state and territory

TABLE 6 Country of birth by state and territory

TABLE 7 Language spoken at home by state and territory

TABLE 8 Highest school level completed by state and territory

TABLE 9 Prior educational qualifications completed by state and territory

TABLE 10 Employment category of clients by state and territory

TABLE 11 Overseas full-fee paying clients by state and territory

TABLE 12 Disability type by state and territory

TABLE 13 Client load by state and territory

TABLE 14 Clients by number of modules enrolled by state and territory

1998 AUSTRALIA (and states and territories)

TABLE 15 Course enrolments ('000) by streams 2100-4500 by field of study by sex

TABLE 16 Course annual hours ('000) by streams 2100-4500 and field of study

TABLE 17 Course annual hours ('000) in streams 2100-4500 by qualification and field of study

TABLE 18 Course enrolments in streams 2100-4500 by qualification and field of study

TABLE 19 Module enrolments ('000) in vocational programs by discipline group by module result by sex

TABLE 20 Module annual hours ('000) in vocational programs by discipline group by module result by sex

TABLE 21 Module enrolments ('000) and module annual hours ('000) in vocational programs by funding source

TABLE OF CONTENTS

INTRODUCTION

Client diversity 1
Training providers and the funding of training 1
Program types 1
Further notes and information 2

EXECUTIVE SUMMARY

Australia by provider type 5
Australia in summary, 1998 and 1997 7
Activity in vocational programs 11
States and territories at a glance, 1998 12

1998 STATISTICS

Clients 17
Australia 33
New South Wales 45
Victoria 53
Queensland 61
Western Australia 69
South Australia 77
Tasmania 85
Northern Territory 93
Australian Capital Territory 101

APPENDIX

Appendix A. Technical and explanatory notes 109
Appendix B. Glossary 112
Appendix C. Training organisations 115
Appendix D. Training provider locations 116
Appendix E. 1998 National financial data 131
Appendix F. Classifications 139
Appendix G. Other collected data 150

Australian
Vocational
Education
&
Training Statistics 1998

INTRODUCTION

INTRODUCTION

Australian VET statistics 1998: In detail reflects the diversity of the Australian vocational education and training system at the client, provider and program levels. The Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS), which facilitates nationally comparable data and includes a range of data items relevant to the VET system, underpin the data collection.

The present publication is one of a set of five, which provide selected information about vocational education, and training that is funded, wholly or in part, from public funds. The complete set of publications consists of:

Australian VET statistics 1998: In detail
Australian VET statistics 1998: An overview
Australian VET statistics 1998: At a glance
Australian VET statistics 1998: Financial data
Australian VET statistics 1998: Personal enrichment programs

Scope

This publication includes all VET delivery by TAFE and other government providers, registered community providers, some VET delivered in schools, and publicly-funded delivery by private providers. Fee for service by private providers has been excluded. Non VET delivery (stream 1000) is reported in a separate publication. The scope of 1998 publication is the same as that of 1997 publication.

Client diversity

VET programs are undertaken by clients of both sexes, from all age groups, and from a diversity of backgrounds.

These backgrounds include Aboriginal and Torres Strait Islander clients, clients born overseas, clients whose main language is not English, clients with a disability, clients who are employed, unemployed or who are not in the labour force, and clients from the full range of prior-education levels.

Many of the client groups identified in the data collection are the focus of access and equity programs by providers, State and Territory governments, the Commonwealth, and the Australian National Training Authority (ANTA).

Clients study on both a full-time and part-time basis. Approximately half the VET clients undertake relatively short, focused programs of training, while others undertake more extended programs, some of which lead to the award of qualifications under the Australian Qualifications Framework or their equivalent.

Clients also enter or exit training programs continually throughout the year. The destinations of clients on completion of training are equally diverse, and include further VET training, higher education and employment.

Training providers, and the funding of training

Vocational education and training in Australia is funded from public sources (both Commonwealth and state/territory), from private sources (eg companies purchasing training for their employees), and by individuals. The latter group includes full-fee paying clients from overseas studying in Australia under specific visa arrangements.

Training is provided by public Technical and Further Education (TAFE) institutions, by community-based providers, by private providers, by enterprises, and increasingly by secondary schools. All provider sectors where publicly funded (except schools and some enterprises) are currently included in the national collection.

The mechanisms by which providers receive public funding to deliver training are also diverse. Specific allocations by State and Territory training authorities are made to major public providers. However, in all States and Territories providers in the TAFE, private-provider, and community-based sectors can tender on a competitive basis for public funding to deliver VET programs.

In this publication the focus is on clients and the nature of the programs they undertake, and only limited attention is given to provider types.

INTRODUCTION

Program Types

Historically, VET client activity has been reported at the course level, according to its 'stream of study' or the vocational outcome of the course. With the introduction of module enrolments into the collection in 1994, it is possible to report clients enrolled in modules that are not associated with a course enrolment (and therefore a stream of study).

The focus of *Australian VET Statistics 1998: In detail* is vocational programs (traditionally streams 2100-4500, but including those clients who have enrolled in vocational modules without enrolling in a course). Recreation, Leisure and Personal Enrichment Programs (traditionally Stream 1000) are now reported in a separate publication.

Programs undertaken by VET clients vary enormously in length, from very short modules of just a few hours or a few days duration, to extended courses which last for a year or longer. Short programs, particularly, may start at any time during the year.

The expansion of flexible delivery, self-paced learning and distance-learning arrangements in all states and territories, has added greatly to the diversity of programs undertaken by clients and the ways in which they are delivered.

In some states and territories, upper-secondary education courses are delivered by VET providers, including VET programs specifically designed to be undertaken by secondary school students in conjunction with secondary school subjects. As a result of recent Commonwealth initiatives, the latter programs are expected to increase.

Further notes and information

Users are requested to consult the technical notes in the appendices. These give important information about changes in the scope of the collection for 1998, the handling of missing and invalid data, privacy and confidentiality considerations, and related matters.

Australian VET statistics 1998: In detail is a publication of a small part of the available output from the database assembled under the AVETMIS Standard. The tables are selected to meet major requirements for aggregated and representative data. Requests for more detailed or additional information should be directed to the managing agent for the collection, the National Centre for Vocational Education Research Ltd. As a guide, Appendix F lists information that is collected. A charge (at cost) will be made by the NCVER for more complex requests for information.

Australian VET statistics 1998: In detail, and related publications in the series (*Australian VET statistics 1998: An overview*, *At a glance* and *Financial data*) are among of the products of AVETMISS and are the most widely distributed publications. Comments on their usefulness and of your experience with other AVETMISS products would be most welcome, and should be forwarded to NCVER.

The tables in *Australian VET statistics 1998: In detail*, and additional information about the AVETMIS Standard, are also available electronically. Selected information from the various statistical publications is also available via the internet.

Please direct requests for further information to:

Manager IT Systems and Collections
National Centre for Vocational Education Research Ltd
252 Kensington Rd
LEABROOK SA 5068

Requests can also be forwarded by facsimile or e-mail, or general enquires made by telephone:

By e-mail	vet_req@ncver.edu.au
By facsimile	(08) 8331 9211
By telephone	(08) 8333 8400

Australian
Vocational
Education
&
Training Statistics 1998

EXECUTIVE SUMMARY

VET AT A GLANCE

'Australian VET statistics 1998: At a glance' provides summary information about the publicly-funded vocational education and training sector in Australia. Information is presented for 1998 with the inclusion of 1997 figures for some tables.

The information is based on data collected under the Australian Vocational Education and Training Management Information and Statistical Standard.

Highlights for 1998 include:

- 1.54 million students undertook vocational programs in 1998, an estimated increase of 76,600 over 5% since 1997. This represents over 12% of Australia's working age population.
- In the 10 years from 1989 to 1998, the number of students in vocational programs increased by 65%. Most of this increase occurred in the last five years (37% since 1993).
- There were 10.7 million enrolments in modules (subjects) in vocational programs, amounting to some 312.8 million hours of training.
- More clients (26%) undertook training at AQF level III or equivalent than at any other qualification level.
- Young people (15-24 years) comprise over 38% of the clients and almost 54% of the hours of training in 1998.
- Training delivery by registered community and private providers accounts for 25% of the clients and almost 14% of the hours of delivery for the Australian VET system
- Nationally, operating expenditure on VET by State and Territory training organisations and ANTA totalled $4.01 billion, an increase of 1.4% over 1997.

Australian Provider Type

Vocational Programs:	1997		1998	
Clients ('000)		% total		% total
TAFE and other government providers	1,140.8	78.2	1,150.7	75.0
Community education providers	225.2	15.4	233.8	15.2
Other registered providers	92.6	6.3	150.8	9.8
Total training activity	**1,458.6**	**100.0**	**1,535.2**	**100.0**
Course enrolments ('000)		% total		% total
TAFE and other government providers	1,453.1	78.8	1,466.6	75.7
Community education providers	291.6	15.8	290.4	15.0
Other registered providers	99.6	5.4	179.6	9.3
Total training activity	**1,844.2**	**100.0**	**1,936.6**	**100.0**
Module enrolments ('000)		% total		% total
TAFE and other government providers	8,738.7	88.4	8,980.9	83.9
Community education providers	365.6	3.7	407.8	3.8
Other registered providers	776.5	7.9	1,317.5	12.3
Total training activity	**9,880.7**	**100.0**	**10,706.1**	**100.0**
Module annual hours ('000 000)		% total		% total
TAFE and other government providers	272.0	90.0	270.1	86.4
Community education providers	11.0	3.7	10.9	3.5
Other registered providers	19.2	6.3	31.8	10.2
Total training activity	**302.2**	**100.0**	**312.8**	**100.0**

1998 Reporting Scope

The figures throughout this publication include all VET delivery by TAFE and other government providers, registered community providers, some VET delivered in schools, and publicly-funded delivery by private providers. Fee-for-service delivery by private providers has been excluded. Non-VET delivery (stream 1000) is reported in a separate publication. The scope of the 1998 publication is the same as that of the 1997 publication.

What are 'Annual Hours'?

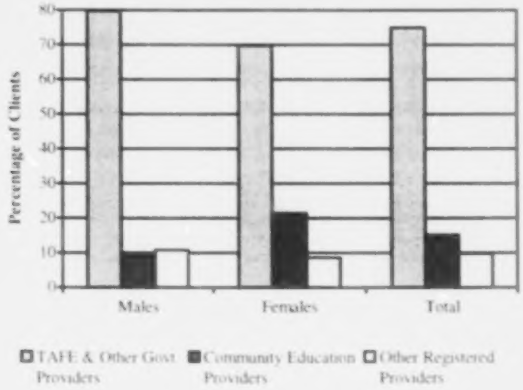
Annual hours are used as a measure of total delivery. They are based on the standard curriculum hours for each module (subject) when the module is undertaken in standard, supervised delivery mode (usually classroom or instruction site), although some clients undertake modules in self-paced learning, flexible delivery or distance learning modes.

Revised number of clients and annual hours:

In some tables and graphs, the numbers of clients and annual hours for Australia for 1994, 1995, and 1996 have been revised. These revisions are based on information that was not available at the time of reporting, and relate to the changes in the scope of data provided during the period. Revised Australia figures are clearly indicated.

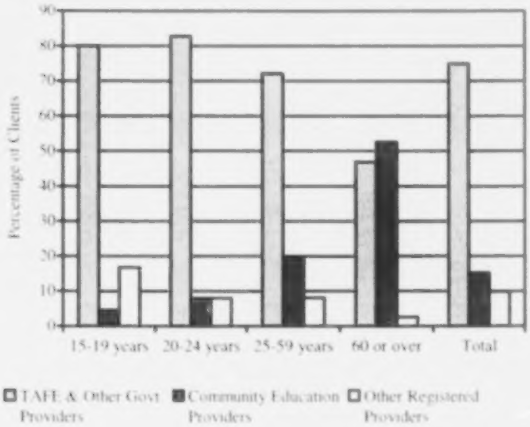
Australian Provider Type

Graph 1: Proportion of clients by sex by provider type (%), 1998



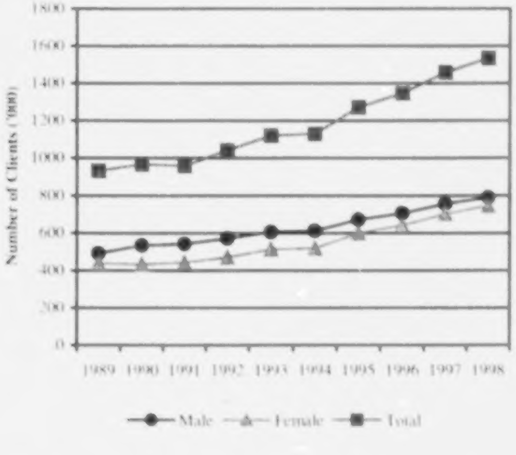
- In 1998, 75.0% of clients undertook training with TAFE or other government providers, 15.2% undertook training with community providers, and 9.8% undertook training with other registered providers.
- 21.4% of females undertake VET programs with community providers in contrast to 9.5% for males.
- 8.7% of female clients undertook training programs delivered by other registered providers. For male clients the proportion is similar (10.8%).

Graph 2: Proportion of clients by age group by provider type (%), 1998



- 587,400 young people, or 21.9% of Australia's 15-24 year olds, were undertaking training in vocational programs, with the majority (81.3%) undertaken at TAFE or other government providers.
- 16.8% of 15-19 year olds, undertook training through other registered providers. For 20-24 year olds and 25-29 year olds the same figures were 8.0% and 8.4% respectively, while only 2.6% of all clients aged 60 were enrolled with other registered providers.
- The proportion of VET clients in each group who undertook training programs delivered by community providers increases with age from 4.6% for clients 15-19 to 52.6% for clients in the 60 years or over age category.

Graph 3: Clients in vocational programs by sex ('000), 1998-1997



- In the 10 years from 1989 to 1998, the number of clients in vocational programs has increased by 64.7%. The increase was greatest in the last five years by 36.9% since 1993.
- In each year since 1989, there have been slightly more male clients in vocational programs than females (52.8% of males in 1989 and 51.5% in 1998).
- Since 1994, female participation in VET has consistently increased at a higher rate than male participation. The number of female clients increased by 40.3% from 1994 to 1998 compared with 26.2% for male clients (figures for 1994 have been revised slightly since the last publication).

Australian in Summary, 1998 and 1997

Australia

Estimated resident population of 18.8 million:

- total number of clients: 1.53 million, 48.5% of whom are female and 51.5% male
- total course enrolments: 1.94 million
- total module enrolments: 10.71 million
- total annual hours curriculum: 312.8 million

In 1998:

- 53.900 (3.5%) reported a disability
- 44,400 (2.9%) identified as Aboriginal/Torres Strait Islanders
- 263,000 (17.1%) were born outside Australia
- 15,200 (1.0%) were full-fee paying clients from overseas
- 185,100 (12.1%) speak a language other than English at home

	1997 ('000,000)	1998 ('000,000)	% change 1997-1998
Number of male clients	0.757	0.791	4.5
Number of female clients	0.702	0.745	6.1
Total number of clients	1.459	1.535	5.2
Number of module annual hours	302.2	312.8	3.5
Number of course enrolments	1.844	1.937	5.0
Number of module enrolments	9.881	10.706	8.3
Total operating expenditures	$3,953.6 (a)	$4,007.2	1.4

Note (a): revised 1997 figure.

New South Wales

NSW has approximately 6.3 million persons (33.8% of Australia's population):

- 33.7% of the total number of clients (516,900, of whom 51.7% are female and 48.3% male)
- 32.0% of total course enrolments (620,500)
- 31.2% of total module enrolments (3.34 million)
- 33.2% of total annual hours curriculum (103.9 million)

	1997 ('000)	1998 ('000)	% change 1997-1998
Number of male clients	247.8	249.5	0.7
Number of female clients	260.7	267.3	2.5
Total number of clients	508.5	516.9	1.7
Number of module annual hours	105,231.3	103,948.0	-1.2
Number of course enrolments	605.9	620.5	2.4
Number of module enrolments	3,233.6	3,339.8	3.3

Small percentage changes from year to year in the quantum of total provision should not be regarded as material.

Australian in Summary, 1998 and 1997

Victoria

Vic has approximately 4.7 million persons (24.9% of Australia's population):

- 27.9% of the total number of clients (429,100, of whom 45.6% are female and 54.4% male)
- 28.0% of total course enrolments (541,900)
- 28.1% of total module enrolments (3.00 million)
- 27.6% of total annual hours curriculum (86.4 million)

	1997 ('000)	1998 ('000)	% change 1997-1998
Number of male clients	233.1	233.4	0.1
Number of female clients	184.3	195.7	6.4
Total number of clients	417.4	429.1	2.8
Number of module annual hours	84,451.6	86,413.4	2.3
Number of course enrolments	544.1	541.9	-0.4
Number of module enrolments	2,835.8	3,004.3	5.9

Queensland

Qld has approximately 3.5 million persons (18.4% of Australia's population):

- 16.9% of the total number of clients (260,000, of whom 45.7% are female and 54.3% male)
- 20.0% of total course enrolments (388,000)
- 20.0% of total module enrolments (2.14 million)
- 18.1% of total annual hours curriculum (56.5 million)

	1997 ('000)	1998 ('000)	% change 1997-1998
Number of male clients	116.6	141.2	21.1
Number of female clients	101.6	118.7	16.8
Total number of clients	218.2	260.0	19.2
Number of module annual hours	48,743.3	56,536.4	16.0
Number of course enrolments	329.5	388.0	17.8
Number of module enrolments	1,759.6	2,143.8	21.8

Western Australia

WA has approximately 1.8 million persons (9.8% of Australia's population):

- 7.5% of the total number of clients (115,000, of whom 46.9% are female and 53.1% male
- 7.3% of total course enrolments (140,700)
- 8.2% of total module enrolments (876,400)
- 9.0% of total annual hours curriculum (28.2 million)

	1997 ('000)	1998 ('000)	% change 1997-1998
Number of male clients	60.0	61.1	1.8
Number of female clients	51.5	53.9	4.7
Total number of clients	111.5	115.0	3.1
Number of module annual hours	27,497.3	28,199.9	2.6
Number of course enrolments	135.5	140.7	3.8
Number of module enrolments	796.8	876.4	10.0

South Australia

SA has approximately 1.5 million persons (7.9% of Australia's population):

- 9.7% of the total number of clients (149,200, of whom 52.6% are female and 47.4% male)
- 8.5% of total course enrolments (165,300)
- 7.5% of total module enrolments (805,300)
- 6.9% of total annual hours curriculum (21.5 million)

	1997 ('000)	1998 ('000)	% change 1997-1998
Number of male clients	66.5	70.8	6.5
Number of female clients	75.0	78.4	4.5
Total number of clients	141.5	149.2	5.4
Number of module annual hours	19,790.6	21,499.5	8.6
Number of course enrolments	154.6	165.3	6.9
Number of module enrolments	708.3	805.3	13.3

Tasmania

Tas has approximately 680,000 persons (2.5% of Australia's population):

- 1.9% of the total number of clients (29,000, of whom 44.5% are female and 55.5% male)
- 2.1% of total course enrolments (40,000)
- 2.2% of total module enrolments (236,400)
- 2.2% of total annual hours curriculum (6.8 million)

	1997 ('000)	1998 ('000)	% change 1997-1998
Number of male clients	14.9	16.1	8.1
Number of female clients	11.7	12.9	10.3
Total number of clients	26.6	29.0	9.0
Number of module annual hours	7,058.6	6,774.6	-4.0
Number of course enrolments	36.6	40.0	9.3
Number of module enrolments	242.1	236.4	-2.4

Northern Territory

NT has approximately 190,000 persons (1.0% of Australia's population):

- 1.1% of the total number of clients (17,600, of whom 49.2% are female and 50.8% male)
- 1.0% of total course enrolments (19,300)
- 1.0% of total module enrolments (110,200)
- 1.0% of total annual hours curriculum (3.3 million)

	1997 ('000)	1998 ('000)	% change 1997-1998
Number of male clients	8.4	8.9	6.0
Number of female clients	7.8	8.7	11.5
Total number of clients	16.2	17.6	8.6
Number of module annual hours	3,482.0	3,253.4	-6.6
Number of course enrolments	17.2	19.3	12.2
Number of module enrolments	112.3	110.2	-1.9

Australian in Summary, 1998 and 1997

Australian Capital Territory

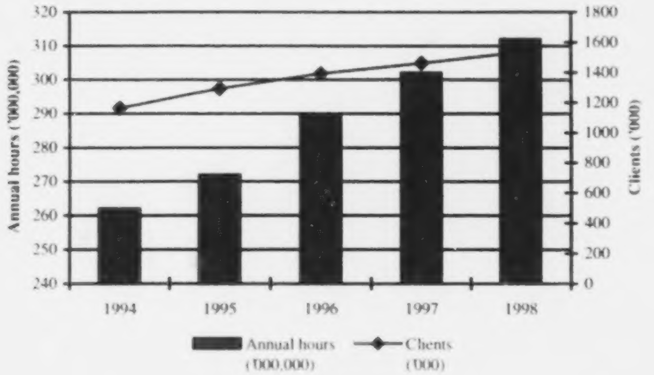
ACT has approximately 190,000 persons (1.6% of Australia's population):

- 1.2% of the total number of clients (18,500, of whom 48.2% are female and 51.8% male)
- 1.1% of total course enrolments (20,900)
- 1.8% of total module enrolments (190,000)
- 2.0% of total annual hours curriculum (6.2 million)

	1997 ('000)	1998 ('000)	% change 1997-1998
Number of male clients	9.7	9.6	-1.0
Number of female clients	9.0	8.9	-1.1
Total number of clients	18.7	18.5	-1.1
Number of module annual hours	5,944.8	6,151.7	3.5
Number of course enrolments	20.8	20.9	0.5
Number of module enrolments	192.2	190.0	-1.1

In this publication all male and female client numbers, and client numbers by age, have been distributed **pro rata** to take into account a small amount of missing data.

Source: Australia demographic statistics, September quarter 1998, ABS catalogue number 3101.0, 30 June estimates.



Graph 4: Revised total annual hours ('000,000) and clients ('000) in vocational programs 1994-1998

Time series – all clients ('000) by sex, by state, 1989 to 1998

	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	AUS
Males									
1989	168.8	135.2	72.0	41.0	51.5	11.7	3.9	8.7	492.7
1990	168.4	143.8	92.6	53.0	51.6	11.6	4.4	8.8	534.1
1991	190.5	148.1	84.6	52.2	42.3	10.4	4.7	8.4	541.1
1992	195.5	160.5	99.2	48.9	43.2	10.9	5.5	8.4	572.1
1993	199.6	181.5	108.5	48.2	41.8	12.9	5.8	8.7	606.9
1994	198.8	181.4	109.4	48.8	49.4	10.5	5.1	9.0	612.3
1995	225.3	201.1	110.0	57.1	50.3	12.2	6.1	10.1	672.2
1996	237.8	218.5	108.4	60.2	50.3	13.7	7.4	9.9	706.3
1997	247.8	233.1	116.6	60.0	66.5	14.9	8.4	9.7	756.9
1998	249.5	233.4	141.2	61.1	70.8	16.1	8.9	9.6	790.7
Females									
1989	160.0	115.6	54.1	41.8	46.2	8.8	4.1	9.0	439.6
1990	148.1	105.6	65.8	49.3	42.6	8.1	4.4	8.9	432.7
1991	172.0	115.7	60.7	44.6	31.7	6.7	4.5	8.8	444.8
1992	164.1	136.7	74.1	42.5	31.3	7.8	5.5	8.6	470.4
1993	172.6	167.1	81.3	40.1	30.7	9.6	4.9	8.3	514.5
1994	180.9	150.5	83.4	41.6	41.7	8.6	4.3	8.2	519.2
1995	228.9	166.6	84.5	52.1	44.7	9.5	5.5	8.7	600.5
1996	249.3	177.3	86.6	52.4	49.1	10.6	7.1	8.7	641.1
1997	260.7	184.3	101.6	51.5	75.0	11.7	7.8	9.0	701.7
1998	267.3	195.7	118.7	53.9	78.4	12.9	8.7	8.9	744.5
All Clients									
1989	328.8	250.8	126.1	82.8	97.6	20.5	8.0	17.7	932.3
1990	316.5	249.5	158.4	102.2	94.2	19.7	8.8	17.7	966.8
1991	362.5	263.8	145.3	96.9	74.0	17.1	9.2	17.2	985.9
1992	359.6	297.2	173.3	91.4	74.4	18.7	11.0	17.0	1,042.5
1993	372.2	348.6	189.8	88.3	72.4	22.4	10.7	17.0	1,121.4
1994	379.7	331.9	192.7	90.4	91.1	19.1	9.4	17.2	1,131.5
1995	454.3	367.8	194.5	109.2	95.0	21.7	11.5	18.8	1,272.7
1996	487.1	395.8	195.0	112.6	99.4	24.4	14.5	18.6	1,347.4
1997	508.5	417.4	218.2	111.5	141.5	26.6	16.2	18.7	1,458.6
1998	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2

Note '- - - - -' This table contains a break in time series between 1993 and 1994, coinciding with the introduction of AVETMISS as the data collection standard. Break in series also occurred in 1995 with the inclusion of community education providers in the collection, and in 1996 with the inclusion of private providers in the collection. All male and female client numbers in the executive summary have been distributed pro rata to take into account missing data

States and Territories ('000) at a glance, 1998

	NSW		VIC		QLD	
	('000)	%	('000)	%	('000)	%
Number of course enrolments	620.5		541.9		388.0	
Number of module enrolments	3,339.8		3,004.3		2,143.8	
Number of Module annual hours	103,948.0		86,413.4		56,536.4	
• Number of male clients	249.5	48.3	233.4	54.4	141.2	54.3
• Number of female clients	267.3	51.7	195.7	45.6	118.7	45.7
Total number of clients	**516.9**	**100.0**	**429.1**	**100.0**	**260.0**	**100.0**

Number of clients in each qualification category (a)	('000)	% (a)	('000)	% (a)	('000)	% (a)
Diplomas	42.4	7.6	66.0	15.4	45.0	17.3
AQF Certificate IV & Equivalent	45.0	8.0	52.3	12.2	27.1	10.4
AQF Certificate III & Equivalent	130.2	23.3	98.8	23.0	67.4	25.9
AQF Senior Secondary & Certificate I & II	87.2	15.6	90.5	21.1	85.9	33.0
Other Certificates & Statements of Attainment	132.8	23.8	21.7	5.1	64.7	24.9
Endorsements & Others	62.4	11.2	31.0	7.2	0.5	0.2
AQF Bachelors Degree	0.0	0.0	0.0	0.0	0.0	0.0
Non Award Courses	58.7	10.5	117.5	27.4	46.8	18.0

Number of clients in each field of study (a)	('000)	% (b)	('000)	% (b)	('000)	% (b)
01 Land and Marine Resources, Animal Husbandry	46.0	8.9	22.6	5.3	12.5	4.8
02 Architecture, Building	27.5	5.3	27.3	6.4	15.9	6.1
03 Arts, Humanities and Social Sciences	43.6	8.4	29.4	6.9	17.1	6.6
04 Business, Administration, Economics	108.5	21.0	99.4	23.2	60.7	23.3
05 Education	6.3	1.2	6.5	1.5	16.4	6.3
06 Engineering, Surveying	67.1	13.0	71.9	16.8	46.2	17.8
07 Health, Community Services	41.5	8.0	35.5	8.3	40.5	15.6
08 Law, Legal Studies	0.8	0.1	1.5	0.3	4.2	1.6
09 Science	64.4	12.5	20.0	4.7	13.2	5.1
10 Veterinary Science, Animal Care	0.6	0.1	0.7	0.2	0.5	0.2
11 Services, Hospitality, Transportation	55.3	10.7	65.7	15.3	37.0	14.3
12 TAFE Multi-Field Education	86.7	16.8	87.0	20.3	60.8	23.4

Number of clients in each discipline group	('000)	% (c)	('000)	% (c)	('000)	% (c)
01 Humanities	146.8	28.4	102.2	23.8	68.4	26.3
02 Social Studies	25.0	4.8	16.6	3.9	6.9	2.7
03 Education	11.3	2.2	18.6	4.3	37.2	14.3
04 Sciences	39.3	7.6	48.1	11.2	27.7	10.7
05 Mathematics, Computing	178.8	34.6	134.6	31.4	72.0	27.7
06 Visual/Performing Arts	24.0	4.7	20.3	4.7	10.1	3.9
07 Engineering, Processing	84.5	16.3	96.1	22.4	50.3	19.4
08 Health Sciences	119.8	23.2	100.3	23.4	82.2	31.6
09 Adminstration, Business, Economics, Law	172.9	33.4	147.9	34.5	103.1	39.7
10 Built Environment	34.3	6.6	28.8	6.7	16.8	6.4
11 Agriculture, Renewable Resources	52.0	10.1	29.5	6.9	13.3	5.1
12 Hospitality, Tourism & Personal Services	55.3	10.7	47.0	11.0	29.8	11.5
13 Social, Educational & Employment Skills	159.1	30.8	144.5	33.7	117.0	45.0

Note (a): In some States and Territories clients enrol in modules without enrolling in a course. These clients are not included in the table showing client participation by qualification category and by field of study.

Note (b): Clients can be enrolled in more than one course in more than one field of study. Therefore the percentages shown in the %-column do not necessarily sum to 100.

States and Territories ('000) at a glance, 1998

WA		SA		TAS		NT		ACT		Australia	
('000)	%	('000)	%	('000)	%	('000)	%	('000)	%	('000)	%
140.7		165.3		40.0		19.3		20.9		1,936.6	
876.4		805.3		236.4		110.2		190.0		10,706.1	
28,199.9		21,499.5		6,774.6		3,253.4		6,151.7		312,776.8	
61.6	53.1	70.8	47.4	16.1	55.5	8.9	50.8	9.6	51.8	790.7	51.5
53.9	46.9	78.4	52.6	12.9	44:5	8.7	49.2	8.9	48.2	744.5	48.5
115.0	**100.0**	**149.2**	**100.0**	**29.0**	**100.0**	**17.6**	**100.0**	**18.5**	**100.0**	**1,535.2**	**100.0**

('000)	%	('000)	%	('000)	%	('000)	%	('000)	%	('000)	%
20.8	18.1	12.6	8.5	4.6	15.9	1.1	6.4	5.8	31.5	198.3	12.9
14.7	12.8	17.6	11.8	4.1	14.2	1.6	8.9	2.1	11.4	164.4	10.7
50.9	44.2	26.5	17.7	10.0	34.3	5.3	30.1	4.8	25.8	393.7	25.6
23.0	20.0	14.4	9.6	8.9	30.6	5.9	33.5	2.2	12.1	318.1	20.7
0.1	0.1	0.1	0.1	5.1	17.4	3.1	17.6	2.9	15.6	230.5	15.0
5.9	5.2	19.4	13.0	1.0	3.3	0.0	0.0	0.7	3.6	120.8	7.9
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
14.1	12.2	61.6	41.3	1.6	5.5	0.7	3.9	0.6	3.0	301.5	19.6

('000)	% (b)	('000)	% (b)	('000)	% (b)	('000)	% (b)	('000)	% (b)	('000)	% (b)
7.8	6.8	5.9	4.0	2.0	6.8	1.9	10.8	0.7	3.7	99.3	6.5
5.5	4.8	4.7	3.1	1.5	5.2	0.6	3.1	1.0	5.2	84.0	5.5
12.5	10.9	7.3	4.9	1.7	5.9	1.6	8.9	2.2	12.0	115.5	7.5
21.1	18.3	24.1	16.2	8.2	28.2	3.4	19.3	4.8	25.9	330.1	21.5
2.6	2.2	3.7	2.5	2.7	9.2	1.1	6.5	0.4	1.9	39.6	2.6
20.2	17.5	13.5	9.0	5.6	19.2	1.4	8.2	2.3	12.6	228.2	14.9
8.7	7.6	9.0	6.0	2.3	8.0	2.3	13.3	2.2	11.8	141.9	9.2
1.0	0.9	1.6	1.1	0.1	0.4	0.0	0.1	0.2	1.3	9.4	0.6
11.5	10.0	6.4	4.3	1.3	4.4	0.2	1.2	1.0	5.5	118.0	7.7
0.5	0.4	0.3	0.2	0.0	0.0	0.0	0.0	0.1	0.6	2.7	0.2
9.8	8.5	14.9	10.0	4.7	16.4	1.7	9.7	2.3	12.7	191.5	12.5
22.2	19.3	50.5	33.9	2.2	7.6	3.1	17.3	1.6	8.6	314.1	20.5

('000)	% (c)	('000)	% (c)	('000)	% (c)	('000)	% (c)	('000)	% (c)	('000)	% (c)
32.1	27.9	30.0	20.1	7.4	25.7	5.2	29.6	6.8	36.6	398.9	26.0
2.9	2.6	3.5	2.3	1.0	3.6	0.6	3.4	0.6	3.4	57.2	3.7
3.4	3.0	1.9	1.3	1.4	4.8	0.9	5.0	1.2	6.3	75.8	4.9
9.8	8.6	8.7	5.8	2.5	8.6	0.9	5.1	2.8	15.2	139.8	9.1
37.4	32.5	38.8	26.0	10.5	36.1	4.8	27.2	7.8	42.0	484.5	31.6
9.1	7.9	13.1	8.8	1.7	5.7	1.3	7.3	1.2	6.5	80.7	5.3
26.0	22.6	22.2	14.9	7.4	25.6	3.4	19.2	3.0	16.2	292.9	19.1
32.0	27.8	25.7	17.2	9.9	34.2	6.6	37.6	5.2	28.1	381.8	24.9
37.1	32.3	41.5	27.8	12.4	42.7	5.8	32.8	8.5	45.9	529.2	34.5
9.0	7.8	7.1	4.8	2.1	7.4	1.2	6.8	1.3	7.1	100.6	6.6
10.2	8.8	9.1	6.1	2.2	7.7	1.8	10.5	1.0	5.5	119.2	7.8
10.8	9.4	36.6	24.5	4.0	13.7	1.5	8.4	2.6	14.0	187.6	12.2
40.3	35.1	41.2	27.6	9.6	33.2	6.1	34.6	5.8	31.4	523.7	34.1

Note (c): Clients can be enrolled in more than one module in more than one discipline grroup, hence the percentages shown in the %-column do not necessarily sum to 100.

Australian
Vocational
Education
&
Training Statistics 1998

CLIENTS

The total number of clients in vocational programs is 1,535,200.

The number of clients in vocational programs not included in this publication is 4,815 (NSW 264, Vic 2,999, SA 18, Tas 3, NT 1,483, ACT 48).

- 53,900 Clients reported a disability
- 44,400 Clients identified as Aboriginal/Torres Strait Islanders
- 263,000 Clients were born outside Australia
- 15,200 Clients were full-fee paying clients
- 185,100 Clients speak a language other than English at home

TABLE 1 Age of clients in vocational programs (as at 30 June 1998) by state and territory and sex

	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	**Australia**	%
					Male clients ('000)					
14 years or under	1.1	0.6	1.1	0.3	0.4	0.1	0.1	(a)	3.8	0.5
15 years	3.9	2.3	2.9	1.1	1.4	0.3	0.2	(a)	12.1	1.6
16 years	10.3	5.2	8.4	2.4	3.3	0.9	0.4	0.1	31.1	4.2
17 years	12.4	7.4	11.2	4.0	2.4	1.1	0.4	0.2	39.2	5.3
18 years	16.2	12.9	8.8	4.9	2.8	1.1	0.4	0.7	47.7	6.4
19 years	14.6	13.2	7.3	4.1	2.7	1.0	0.4	1.1	44.2	6.0
20 - 24 years	43.7	42.7	23.3	11.2	9.2	2.6	1.4	2.4	136.6	18.4
25 - 29 years	28.7	30.3	16.8	7.6	7.4	1.9	1.1	1.2	95.0	12.8
30 - 39 years	45.6	50.2	27.4	11.5	13.5	3.3	2.0	1.6	155.0	20.9
40 - 49 years	30.8	35.5	19.3	7.1	10.2	2.3	1.1	0.9	107.2	14.5
50 - 59 years	14.7	16.7	9.0	3.1	5.2	1.0	0.5	0.4	50.5	6.8
60 - 64 years	3.1	3.0	1.3	0.5	1.1	0.1	0.1	(a)	9.2	1.2
65 years or over	3.5	3.1	0.8	0.4	1.3	0.1	(a)	(a)	9.2	1.2
Not known	8.6	9.7	3.3	2.8	7.1	0.5	0.7	0.4	33.1	-
Total male clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	100.0
% of male clients	30.6	30.1	18.2	7.9	8.8	2.1	1.1	1.2	100.0	
					Female clients ('000)					
14 years or under	1.1	0.5	0.8	0.1	0.4	(a)	0.1	(a)	3.0	0.4
15 years	3.7	1.5	2.4	0.6	1.6	0.1	0.1	(a)	10.0	1.5
16 years	9.1	3.2	7.4	1.4	3.3	0.6	0.3	0.1	25.4	3.7
17 years	10.1	4.1	9.2	2.6	2.0	0.8	0.3	0.2	29.4	4.3
18 years	12.6	9.0	6.6	3.4	2.3	0.8	0.3	0.7	35.5	5.2
19 years	10.6	9.4	5.1	2.7	2.1	0.6	0.3	0.7	31.5	4.6
20 - 24 years	36.9	29.6	17.4	8.4	8.8	1.9	1.0	1.8	105.8	15.3
25 - 29 years	29.9	24.1	13.1	6.4	8.0	1.4	1.1	1.1	85.1	12.4
30 - 39 years	54.9	42.7	23.4	12.0	15.9	2.9	1.9	1.7	155.3	22.5
40 - 49 years	44.3	37.3	20.5	9.6	13.7	2.5	1.4	1.3	130.4	18.9
50 - 59 years	20.0	17.1	8.5	3.5	7.1	0.8	0.5	0.4	58.0	8.4
60 - 64 years	3.4	3.2	0.9	0.6	1.4	0.1	(a)	(a)	9.6	1.4
65 years or over	3.5	3.9	0.7	0.5	1.6	0.1	0.1	(a)	10.3	1.5
Not known	14.1	9.5	2.4	2.2	7.3	0.3	1.1	0.4	37.3	-
Total female clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	100.0
% of female clients	35.0	26.8	16.3	7.4	10.4	1.8	1.2	1.2	100.0	
					All clients ('000)					
14 years or under	2.2	1.1	1.9	0.4	0.8	0.1	0.1	0.1	6.8	0.5
15 years	7.6	3.8	5.3	1.6	3.0	0.4	0.4	(a)	22.1	1.5
16 years	19.5	8.4	15.8	3.8	6.6	1.6	0.7	0.2	56.6	4.0
17 years	22.5	11.5	20.5	6.6	4.4	1.9	0.7	0.5	68.6	4.8
18 years	28.7	21.9	15.4	8.2	5.1	1.9	0.7	1.4	83.3	5.8
19 years	25.2	22.6	12.4	6.8	4.8	1.6	0.6	1.8	75.8	5.3
20 - 24 years	80.6	72.4	40.8	19.6	17.9	4.6	2.4	4.2	242.6	16.9
25 - 29 years	58.7	54.5	30.0	14.0	15.4	3.3	2.3	2.3	180.4	12.6
30 - 39 years	100.6	93.0	51.0	23.5	29.4	6.2	3.8	3.4	310.8	21.7
40 - 49 years	75.2	72.8	39.9	16.7	23.9	4.8	2.5	2.2	238.0	16.6
50 - 59 years	34.8	33.8	17.6	6.6	12.3	1.8	0.9	0.8	108.7	7.6
60 - 64 years	6.5	6.2	2.2	1.1	2.5	0.2	0.1	0.1	18.8	1.3
65 years or over	7.0	7.0	1.5	0.9	3.0	0.1	0.1	(a)	19.6	1.4
Not known	47.6	20.1	5.9	5.0	20.2	0.8	2.2	1.5	103.3	-
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0
% of all clients	33.7	27.9	16.9	7.5	9.7	1.9	1.1	1.2	100.0	

(a) Represents figures in the range 1 and 49

Clients

TABLE 2 Geographic region of home address by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	**Australia**	%
					Male clients ('000)					
Within state or territory Total	230.4	213.0	127.0	59.5	59.9	15.2	7.6	7.5	720.1	95.8
Capital city	134.8	133.8	59.1	38.6	43.3	6.1	3.6	7.3	426.6	56.8
Other metropolitan	29.4	7.7	15.2	0.0	0.0	0.0	0.0	0.1	52.3	7.0
Rural	64.2	70.5	44.7	11.6	14.8	8.9	0.4	0.1	215.1	28.6
Remote	1.9	1.1	8.0	9.3	1.8	0.2	3.7	0.0	26.0	3.5
Interstate[1] Total	4.2	12.3	2.9	0.6	1.4	0.2	0.4	0.6	22.5	3.0
Capital city	1.4	4.0	0.8	0.3	0.6	0.1	0.1	0.1	7.4	1.0
Other Metropolitan	0.4	0.4	0.5	0.1	0.1	(a)	(a)	(a)	1.5	0.2
Rural	2.2	7.0	1.1	0.2	0.6	(a)	0.1	0.4	11.6	1.5
Remote	0.1	1.0	0.4	0.1	0.1	(a)	0.1	(a)	2.0	0.3
Outside Australia	1.1	5.0	1.1	0.8	0.5	0.1	0.1	0.2	8.9	1.2
Not known	1.5	2.4	9.8	0.1	6.2	0.6	0.6	1.0	22.3	-
Total male clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	100.0
% of male clients	30.6	30.1	18.2	7.9	8.8	2.1	1.1	1.2	100.0	
					Female clients ('000)					
Within state or territory Total	247.7	183.5	113.8	52.7	68.7	12.4	7.6	7.2	693.8	97.1
Capital city	147.3	114.5	53.6	33.9	50.8	4.8	3.5	7.1	415.6	58.2
Other metropolitan	28.7	6.0	14.1	0.0	0.0	0.0	0.0	0.1	48.9	6.8
Rural	70.0	62.0	40.0	10.8	16.1	7.4	0.4	0.1	206.8	28.9
Remote	1.7	1.1	6.0	8.0	1.8	0.1	3.8	0.0	22.6	3.2
Interstate[1] Total	3.9	6.0	1.7	0.3	1.2	0.1	0.3	0.3	13.9	1.9
Capital city	0.9	1.6	0.4	0.1	0.4	(a)	0.1	0.1	3.5	0.5
Other Metropolitan	0.6	0.2	0.4	(a)	(a)	(a)	(a)	(a)	1.3	0.2
Rural	2.4	3.6	0.6	0.1	0.7	(a)	0.1	0.2	7.7	1.1
Remote	0.1	0.7	0.3	0.1	0.1	(a)	0.1	(a)	1.4	0.2
Outside Australia	0.7	3.4	1.1	0.7	0.4	0.1	0.1	0.1	6.7	0.9
Not known	1.6	2.1	1.7	0.1	5.0	0.3	0.5	0.9	12.3	-
Total female clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	100.0
% of female clients	35.0	26.8	16.3	7.4	10.4	1.8	1.2	1.2	100.0	
					All clients ('000)					
Within state or territory Total	480.1	397.1	241.6	112.3	128.7	27.6	15.3	14.7	1,417.3	96.5
Capital city	283.6	248.7	113.1	72.6	94.3	10.9	7.1	14.4	844.6	57.5
Other metropolitan	58.2	13.6	29.5	0.0	0.0	0.0	0.0	0.1	101.4	6.9
Rural	134.6	132.6	85.0	22.4	30.9	16.3	0.7	0.2	422.6	28.8
Remote	3.7	2.2	14.0	17.3	3.6	0.4	7.5	0.0	48.7	3.3
Interstate[1] Total	8.2	18.4	4.5	0.9	2.7	0.3	0.7	0.9	36.5	2.5
Capital city	2.3	5.5	1.2	0.4	1.0	0.2	0.2	0.2	10.9	0.7
Other Metropolitan	1.0	0.6	1.0	0.1	0.1	(a)	0.1	(a)	2.8	0.2
Rural	4.7	10.6	1.7	0.3	1.3	0.1	0.2	0.6	19.4	1.3
Remote	0.3	1.7	0.7	0.2	0.3	0.1	0.2	(a)	3.4	0.2
Outside Australia	1.8	8.5	2.2	1.5	1.0	0.2	0.1	0.4	15.6	1.1
Not known	26.8	5.1	11.7	0.3	16.9	1.0	1.5	2.5	65.8	-
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0
% of all clients	33.7	27.9	16.9	7.5	9.7	1.9	1.1	1.2	100.0	

(a) Represents figures in the range 1 and 49.

---

[1] This row represents the number of clients giving a home address in Australia, which is outside the state/territory of the reporting organisation.

TABLE 3 Clients by geographic region of training provider locations by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	**Australia**	%
Male clients ('000)										
Within state or territory Total	238.3	232.3	143.4	61.1	68.6	16.1	8.9	9.2	777.8	99.7
Capital city	145.6	155.6	73.9	43.5	58.3	8.3	4.7	9.2	499.1	64.0
Other metropolitan	31.8	8.3	15.5	0.0	0.0	0.0	0.0	0.0	55.6	7.1
Rural	60.1	68.1	44.2	10.4	10.2	7.7	0.7	0.0	201.5	25.8
Remote	0.8	0.3	9.7	7.1	0.1	0.2	3.5	0.0	21.6	2.8
Interstate[1] Total	1.1	0.9	0.0	0.1	0.1	0.2	0.0	0.1	2.4	0.3
Capital city	0.1	0.2	0.0	0.1	0.1	0.1	(a)	(a)	0.6	0.1
Other metropolitan	(a)	(a)	0.0	0.0	0.0	0.0	0.0	(a)	(a)	0.0
Rural	1.0	0.7	0.0	(a)	0.0	(a)	0.0	(a)	1.8	0.2
Remote	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0
Outside Australia	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Not known	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	(a)	-
Total male clients	239.4	233.2	143.4	61.2	68.7	16.3	8.9	9.2	780.3	100.0
% of male clients	30.7	29.9	18.4	7.8	8.8	2.1	1.1	1.2	100.0	
Female clients ('000)										
Within state or territory Total	254.4	195.3	120.2	54.0	75.8	12.9	8.5	8.5	729.7	99.7
Capital city	159.1	127.0	65.0	36.5	62.9	6.1	4.4	8.5	469.5	64.1
Other metropolitan	28.5	7.2	14.9	0.0	0.0	0.0	0.0	0.0	50.6	6.9
Rural	66.0	60.5	36.0	10.7	12.9	6.7	0.7	0.0	193.5	26.4
Remote	0.8	0.5	4.4	6.7	0.1	0.1	3.4	0.0	16.1	2.2
Interstate[1] Total	2.0	0.1	0.0	0.1	0.1	0.1	0.0	0.1	2.5	0.3
Capital city	0.1	0.1	0.0	0.1	0.1	0.1	(a)	(a)	0.4	0.1
Other metropolitan	(a)	(a)	0.0	0.0	0.0	0.0	0.0	(a)	(a)	0.0
Rural	2.0	(a)	0.0	0.0	0.0	(a)	0.0	(a)	2.0	0.3
Remote	0.0	(a)	0.0	(a)	0.0	0.0	0.0	0.0	0.1	0.0
Outside Australia	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Not known	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	(a)	-
Total female clients	256.5	195.4	120.2	54.1	75.9	13.0	8.6	8.6	732.2	100.0
% of female clients	35.0	26.7	16.4	7.4	10.4	1.8	1.2	1.2	100.0	
All clients ('000)										
Within state or territory Total	518.3	428.8	264.5	115.1	150.2	29.0	17.8	18.3	1,542.1	99.7
Capital city	306.6	283.6	139.3	80.0	126.9	14.4	9.2	18.3	978.5	63.2
Other metropolitan	60.3	15.5	30.6	0.0	0.0	0.0	0.0	0.0	106.4	6.9
Rural	149.8	128.9	80.4	21.2	23.1	14.3	1.3	0.0	419.0	27.1
Remote	1.7	0.8	14.2	13.8	0.2	0.3	7.3	0.0	38.2	2.5
Interstate[1] Total	3.3	1.0	0.0	0.2	0.2	0.3	0.0	0.1	5.1	0.3
Capital city	0.1	0.2	0.0	0.1	0.2	0.2	(a)	0.1	1.0	0.1
Other metropolitan	0.1	(a)	0.0	0.0	0.0	0.0	0.0	(a)	0.1	0.0
Rural	3.1	0.7	0.0	(a)	0.0	0.1	0.0	(a)	3.9	0.3
Remote	0.0	(a)	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0
Outside Australia	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Not known	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	(a)	-
Total all clients	521.6	429.8	264.5	115.3	150.4	29.3	17.8	18.5	1,547.2	100.0
% of all clients	33.7	27.8	17.1	7.5	9.7	1.9	1.2	1.2	100.0	

(a) Represents figures in the range 1 and 49.

---

[1] This row represents the number of clients attending a training provider location, which is outside the state/territory of the reporting organisation.

TABLE 4 Aboriginal/Torres Strait Islanders by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	**Australia**	%
					Male clients ('000)					
Aboriginal/Torres Strait	6.6	2.2	6.5	3.6	1.3	0.4	3.0	0.1	23.7	3.8
Not Aboriginal/Torres Strait	190.8	186.1	117.2	35.2	39.4	14.6	4.8	8.8	597.1	96.2
Not known	39.7	44.4	17.1	22.3	27.4	1.1	0.9	0.3	153.1	-
Total male clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	100.0
% of male clients	30.6	30.1	18.2	7.9	8.8	2.1	1.1	1.2	100.0	
					Female clients ('000)					
Aboriginal/Torres Srait	6.7	1.7	5.6	2.6	1.3	0.4	2.4	0.1	20.7	3.5
Not Aboriginal/Torres Strait	207.3	153.2	103.6	34.0	45.1	11.6	4.7	8.3	567.8	96.5
Not known	40.0	40.2	9.2	17.3	28.9	0.9	1.4	0.2	138.2	-
Total female clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	100.0
% of female clients	35.0	26.8	16.3	7.4	10.4	1.8	1.2	1.2	100.0	
					All clients ('000)					
Aboriginal/Torres Strait	13.3	3.9	12.1	6.2	2.6	0.8	5.4	0.2	44.4	3.7
Not Aboriginal/Torres Strait	399.0	339.8	221.1	69.2	84.6	26.3	9.5	17.1	1,166.7	96.3
Not known	104.5	85.4	26.8	39.6	62.0	2.0	2.7	1.1	324.1	-
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0
% of all clients	33.7	27.9	16.9	7.5	9.7	1.9	1.1	1.2	100.0	

TABLE 5 Geographic region of home address of Aboriginal/Torres Strait Islanders by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	**Australia**	%
					Male clients ('000)					
Within state or territory Total	6.5	2.0	6.2	3.5	1.3	0.4	2.6	0.1	22.5	97.4
Capital city	1.9	1.1	1.5	1.0	0.5	0.1	0.8	0.1	6.9	30.0
Other metropolitan	0.6	0.1	0.7	0.0	0.0	0.0	0.0	0.0	1.5	6.4
Rural	3.6	0.8	2.8	0.8	0.5	0.3	0.1	(a)	8.8	37.9
Remote	0.3	(a)	1.2	1.8	0.2	(a)	1.7	0.0	5.3	23.1
Interstate[1] Total	0.1	0.2	0.1	(a)	(a)	(a)	0.1	(a)	0.6	2.5
Capital city	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	0.1	0.3
Other metropolitan	(a)	(a)	(a)	0.0	(a)	0.0	(a)	(a)	(a)	168.9
Rural	(a)	0.1	(a)	(a)	(a)	(a)	(a)	(a)	0.2	0.9
Remote	(a)	0.1	(a)	(a)	(a)	0.0	0.1	0.0	0.3	1.1
Outside Australia	(a)	(a)	0.0	(a)	0.0	0.0	0.0	0.0	(a)	34.6
Not known	(a)	0.1	0.2	(a)	(a)	(a)	0.3	(a)	0.6	-
Total male ATSI Clients	6.6	2.2	6.5	3.6	1.3	0.4	3.0	0.1	23.7	100.0
% of male ATSI clients	27.8	9.4	27.3	15.2	5.5	1.7	12.7	0.5	100.0	
					Female clients ('000)					
Within state or territory Total	6.6	1.5	5.4	2.5	1.3	0.4	2.2	0.1	19.9	97.5
Capital city	2.0	0.6	1.4	0.6	0.6	0.1	0.4	0.1	5.7	28.1
Other metropolitan	0.7	0.1	0.6	0.0	0.0	0.0	0.0	(a)	1.3	6.3
Rural	3.6	0.8	2.4	0.5	0.5	0.3	0.1	0.0	8.1	39.4
Remote	0.4	(a)	1.0	1.4	0.3	(a)	1.7	0.0	4.8	23.6
Interstate[1] Total	0.1	0.1	0.1	(a)	(a)	(a)	0.1	(a)	0.5	2.5
Capital city	(a)	(a)	(a)	(a)	(a)	(a)	(a)	0.0	0.1	0.3
Other metropolitan	(a)	(a)	(a)	0.0	0.0	0.0	(a)	(a)	(a)	44.0
Rural	(a)	(a)	(a)	(a)	(a)	0.0	(a)	(a)	0.1	0.7
Remote	(a)	0.1	0.1	(a)	(a)	(a)	0.1	(a)	0.3	1.3
Outside Australia	(a)	0.0	(a)	(a)	0.0	0.0	0.0	0.0	(a)	29.3
Not known	(a)	0.1	(a)	(a)	(a)	(a)	0.1	(a)	0.3	-
Total female ATSI clients	6.7	1.7	5.6	2.6	1.3	0.4	2.4	0.1	20.7	100.0
% of female ATSI clients	32.4	8.0	26.8	12.5	6.4	1.8	11.6	0.5	100.0	
					All clients ('000)					
Within state or territory Total	13.1	3.4	11.6	6.1	2.6	0.8	4.7	0.2	42.5	97.4
Capital city	3.9	1.7	2.9	1.6	1.1	0.2	1.2	0.2	12.7	29.1
Other metropolitan	1.3	0.1	1.3	0.0	0.0	0.0	0.0	(a)	2.8	6.4
Rural	7.2	1.6	5.2	1.3	1.0	0.5	0.1	(a)	16.9	38.7
Remote	0.7	(a)	2.3	3.2	0.5	(a)	3.4	0.0	10.2	23.4
Interstate[1] Total	0.2	0.4	0.2	0.1	(a)	(a)	0.2	(a)	1.1	2.5
Capital city	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	0.1	0.3
Other metropolitan	(a)	(a)	(a)	0.0	(a)	0.0	(a)	(a)	0.1	0.2
Rural	0.1	0.2	(a)	(a)	(a)	(a)	0.1	(a)	0.4	0.8
Remote	(a)	0.2	0.1	0.1	(a)	(a)	0.2	(a)	0.5	1.2
Outside Australia	(a)	(a)	(a)	(a)	0.0	0.0	0.0	0.0	(a)	1.3
Not known	(a)	0.1	0.2	(a)	(a)	(a)	0.4	(a)	0.8	-
Total all ATSI clients	13.3	3.9	12.1	6.2	2.6	0.8	5.4	0.2	44.4	100.0
% of all ATSI clients	30.0	8.7	27.1	13.9	5.9	1.7	12.2	0.5	100.0	

(a) Represents figures in the range 1 and 49.

---

[1] This row represents the number of clients giving a home address in Australia, which is outside the state/territory of the reporting organisation.

Clients

TABLE 6 Country of birth by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	**Australia**	%
					Male clients ('000)					
Mainly English speaking Total	163.4	153.8	110.5	24.8	36.6	15.0	5.2	7.2	516.5	85.7
Australia	152.4	145.7	101.7	21.5	33.1	14.4	4.9	6.7	480.5	79.7
Other Eng. speaking countries[1]	11.0	8.0	8.8	3.3	3.6	0.5	0.3	0.5	36.0	6.0
Other countries	34.0	31.2	9.8	3.7	5.1	0.9	0.4	1.2	86.3	14.3
Not known	39.8	47.8	20.5	32.5	26.4	0.2	3.1	0.8	171.1	-
Total male clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	100.0
% of male clients	30.6	30.1	18.2	7.9	8.8	2.1	1.1	1.2	100.0	
					Female clients ('000)					
Mainly English speaking Total	167.6	124.4	92.9	20.2	40.9	11.6	4.7	6.4	468.7	82.3
Australia	153.9	116.6	84.0	17.1	36.6	11.0	4.3	5.9	429.4	75.4
Other Eng. speaking countries[1]	13.7	7.8	8.9	3.1	4.3	0.6	0.4	0.5	39.3	6.9
Other countries	44.2	30.1	12.0	4.5	7.0	1.0	0.6	1.5	101.0	17.7
Not known	42.2	40.6	13.4	29.2	27.5	0.3	3.1	0.7	157.0	-
Total female clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	100.0
% of female clients	35.0	26.8	16.3	7.4	10.4	1.8	1.2	1.2	100.0	
					All clients ('000)					
Mainly English speaking Total	331.6	278.9	203.8	45.1	77.6	26.6	9.9	13.5	986.9	84.0
Australia	306.8	263.0	186.1	38.7	69.7	25.5	9.2	12.6	911.6	77.6
Other Eng. speaking countries[1]	24.7	15.9	17.8	6.4	7.9	1.1	0.7	0.9	75.4	6.4
Other countries	78.3	61.4	21.8	8.2	12.0	2.0	1.1	2.8	187.6	16.0
Not known	107.0	88.9	34.3	61.7	59.6	0.4	6.6	2.2	360.7	-
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0
% of all clients	33.7	27.9	16.9	7.5	9.7	1.9	1.1	1.2	100.0	

---

[1] Includes Canada, Channel Islands, England, Ireland, Isle of Man, New Zealand, Northern Ireland, Scotland, United Kingdom, United States of America and Wales.

TABLE 7 Language spoken at home by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	**Australia**	%
					Male clients ('000)					
English	156.5	152.0	90.6	24.4	35.4	3.2	4.3	7.5	473.9	84.3
Northern European (excluding English)	0.9	0.7	0.5	0.1	0.2	0.1	(a)	(a)	2.6	0.5
Southern European	9.1	7.6	1.3	0.7	1.2	0.1	0.1	0.3	20.4	3.6
Eastern European	4.5	4.8	1.0	0.9	1.2	(a)	(a)	0.3	12.7	2.3
Southwest Asian and North African	7.2	3.2	0.5	0.4	0.3	(a)	(a)	0.1	11.6	2.1
South Asian	2.9	2.6	0.5	0.1	0.1	(a)	(a)	0.1	6.3	1.1
Southeast Asian	5.9	5.8	1.2	0.7	0.8	0.1	0.1	0.3	14.8	2.6
Eastern Asian	7.9	4.9	1.7	0.4	0.6	0.1	(a)	0.2	15.9	2.8
Australian indigenous	0.1	0.1	0.2	0.2	0.2	0.0	0.9	(a)	1.6	0.3
Other languages	1.2	0.7	0.4	0.1	0.1	(a)	(a)	(a)	2.6	0.5
Not known	40.9	50.4	42.9	33.0	28.1	12.6	3.2	0.4	211.4	-
Total male clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	100.0
% of male clients	30.6	30.1	18.2	7.9	8.8	2.1	1.1	1.2	100.0	
					Female clients ('000)					
English	164.9	124.4	73.7	20.3	40.0	2.2	3.7	6.6	435.8	81.9
Northern European (excluding English)	1.2	0.8	0.6	0.2	0.3	0.1	(a)	0.1	3.3	0.6
Southern European	9.0	6.3	1.4	0.5	1.3	0.1	0.1	0.3	19.1	3.6
Eastern European	5.4	4.9	1.4	0.9	1.6	(a)	(a)	0.3	14.5	2.7
Southwest Asian and North African	6.8	2.7	0.5	0.4	0.3	(a)	(a)	0.1	10.8	2.0
South Asian	2.7	1.3	0.8	0.1	0.1	(a)	(a)	0.2	5.2	1.0
Southeast Asian	7.1	5.2	1.4	0.9	1.2	(a)	0.2	0.3	16.3	3.1
Eastern Asian	11.7	6.4	2.5	0.8	1.1	0.1	0.1	0.3	22.9	4.3
Australian indigenous	0.1	0.1	0.2	0.2	0.2	0.0	0.9	(a)	1.7	0.3
Other languages	1.4	0.6	0.4	0.1	0.1	(a)	(a)	0.1	2.6	0.5
Not known	43.8	42.4	35.5	29.4	29.2	10.5	3.4	0.4	194.6	-
Total female clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	100.0
% of female clients	35.0	26.8	16.3	7.4	10.4	1.8	1.2	1.2	100.0	
					All clients ('000)					
English	322.1	277.1	164.3	44.8	75.4	5.3	8.0	14.2	911.2	83.1
Northern European (excluding English)	2.1	1.5	1.1	0.3	0.5	0.1	(a)	0.1	5.9	0.5
Southern European	18.1	13.9	2.8	1.2	2.6	0.1	0.2	0.6	39.5	3.6
Eastern European	9.9	9.8	2.4	1.8	2.7	(a)	0.1	0.6	27.3	2.5
Southwest Asian and North African	14.0	5.9	0.9	0.8	0.6	(a)	(a)	0.2	22.4	2.0
South Asian	5.6	3.8	1.3	0.2	0.3	(a)	(a)	0.2	11.5	1.0
Southeast Asian	13.0	11.0	2.7	1.6	2.0	0.1	0.2	0.6	31.1	2.8
Eastern Asian	19.6	11.3	4.2	1.2	1.8	0.1	0.1	0.4	38.8	3.5
Australian indigenous	0.2	0.2	0.4	0.4	0.3	0.0	1.8	(a)	3.3	0.3
Other languages	2.6	1.3	0.8	0.2	0.2	(a)	(a)	0.1	5.3	0.5
Not known	109.6	93.4	79.1	62.4	63.0	23.1	7.1	1.4	439.0	-
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0
% of all clients	33.7	27.9	16.9	7.5	9.7	1.9	1.1	1.2	100.0	

(a) Represents figures in the range 1 and 49.

Clients

TABLE 8 Highest school level completed by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	**Australia**	%
					Clients still at school ('000)					
Year 9 or lower	2.8	1.2	0.5	0.3	7.9	0.3	(a)	(a)	13.0	18.5
Year 10	14.3	2.8	4.7	0.8	0.2	0.2	0.1	(a)	23.2	33.0
Year 11	8.6	1.4	15.5	0.6	0.2	1.0	0.1	0.1	27.5	39.1
Year 12	3.8	0.7	0.7	0.3	0.3	0.8	(a)	0.1	6.6	9.5
Not known	2.4	0.8	3.1	0.2	2.9	0.1	0.2	(a)	9.7	-
Total clients still at school	31.9	6.9	24.5	2.1	11.6	2.3	0.5	0.3	80.0	100.0
% of clients still at school	39.9	8.6	30.6	2.6	14.5	2.9	0.6	0.3	100.0	
Male clients still at school	15.3	4.0	12.4	1.3	5.5	1.4	0.3	0.1	40.2	50.3
Female clients still at school	16.7	2.9	12.0	0.7	6.1	1.0	0.2	0.1	39.8	49.7
					Clients not at school ('000)					
Year 9 or lower	27.9	28.7	16.2	5.0	4.2	1.4	1.6	0.7	85.6	9.8
Year 10	88.9	49.7	62.7	19.7	8.8	9.2	2.5	2.7	244.2	27.8
Year 11	22.2	49.9	19.0	10.7	13.8	2.7	1.7	1.1	121.1	13.8
Year 12	132.9	133.5	85.1	32.0	22.4	6.8	3.1	10.3	426.1	48.6
Not known	37.2	41.2	42.9	7.5	8.6	2.1	1.0	1.5	142.0	-
Total clients not at school	309.1	303.0	225.9	74.8	57.7	22.2	10.0	16.3	1,019.0	100.0
% of clients not at school	30.3	29.7	22.2	7.3	5.7	2.2	1.0	1.6	100.0	
Male clients not at school	154.7	168.6	121.0	38.4	28.3	12.4	5.1	8.5	537.1	52.8
Female clients not at school	153.4	133.9	104.5	36.3	29.4	9.9	4.9	7.8	480.1	47.2
					All clients ('000)					
Year 9 or lower	35.7	33.5	17.0	5.5	13.3	2.1	1.7	0.8	109.7	10.7
Year 10	113.2	58.0	68.2	21.5	10.1	10.2	2.8	2.8	286.7	28.1
Year 11	33.4	57.3	34.7	11.9	16.0	3.9	1.9	1.2	160.2	15.7
Year 12	150.1	147.5	86.4	33.6	24.8	7.9	3.3	10.7	464.4	45.5
Not known	184.4	132.8	53.6	42.5	85.0	5.0	7.9	2.9	514.1	-
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0
% of all clients	33.7	27.9	16.9	7.5	9.7	1.9	1.1	1.2	100.0	
All male clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	51.6
All female clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	48.4

(a) Represents figures in the range 1 and 49.

TABLE 9 Prior educational qualifications completed by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	**Australia**	%
					Male clients ('000)					
Trade certificate	25.7	23.8	18.6	4.7	3.8	2.6	0.3	1.2	80.7	34.2
Advanced / technician certificate	6.9	6.5	3.3	1.7	1.2	0.4	0.1	0.4	20.5	8.7
Other certificate	23.7	17.4	11.4	4.4	2.3	1.5	0.2	1.3	62.1	26.3
Associate diploma	6.1	5.8	3.2	0.9	0.9	0.4	0.1	0.4	17.8	7.5
Undergraduate diploma	2.3	2.3	1.1	0.4	0.7	0.1	(a)	0.1	7.1	3.0
Degree or postgraduate diploma	10.6	9.5	5.1	1.6	1.8	0.5	0.1	0.7	29.9	12.7
Unspecified qualification	8.4	1.5	4.1	2.6	0.9	(a)	0.1	0.1	17.8	7.6
Total male qualifications	83.7	66.8	46.8	16.3	11.5	5.7	0.9	4.3	235.9	100.0
Male clients with qualifications[1]	68.8	58.6	37.4	14.4	8.3	4.6	0.7	3.5	196.4	37.6
Male clients with no qualifications	72.2	121.7	72.9	23.0	17.4	9.8	4.5	4.6	326.1	62.4
Not known	96.1	52.4	30.5	23.7	42.4	1.7	3.5	1.2	251.4	-
Total male clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	100.0
% of male clients	30.6	30.1	18.2	7.9	8.8	2.1	1.1	1.2	100.0	
					Female clients ('000)					
Trade certificate	6.0	3.6	2.8	1.5	1.1	0.4	0.1	0.3	15.8	7.7
Advanced / technician certificate	5.6	3.1	0.9	1.4	0.4	0.2	0.1	0.2	11.8	5.8
Other certificate	36.9	18.5	15.0	6.8	2.2	1.8	0.2	1.8	83.1	40.7
Associate diploma	6.2	5.1	3.2	1.3	0.6	0.4	0.1	0.4	17.3	8.5
Undergraduate diploma	3.2	2.7	1.5	0.7	1.2	0.1	0.1	0.2	9.8	4.8
Degree or postgraduate dipolma	12.9	11.5	6.6	2.4	2.3	0.7	0.2	1.0	37.5	18.4
Unspecified qualification	18.2	1.4	5.4	2.7	0.7	(a)	0.1	0.1	28.6	14.0
Total female qualifications	89.0	45.9	35.3	16.7	8.4	3.7	0.8	4.0	203.9	100.0
Female clients with qualifications[1]	79.5	42.3	31.4	15.3	6.7	3.4	0.7	3.6	183.0	38.5
Female clients with no qualifications	72.4	104.1	64.2	20.0	15.4	8.0	4.1	4.0	292.2	61.5
Not known	102.1	48.7	22.7	18.5	53.3	1.5	3.6	1.0	251.5	-
Total female clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	100.0
% of female clients	35.0	26.8	16.3	7.4	10.4	1.8	1.2	1.2	100.0	
					All clients ('000)					
Trade certificate	31.7	27.4	21.5	6.2	4.8	3.1	0.3	1.5	96.5	21.9
Advanced / technician certificate	12.6	9.6	4.2	3.0	1.6	0.6	0.1	0.7	32.3	7.3
Other certificate	60.6	36.0	26.4	11.2	4.5	3.2	0.3	3.1	145.2	33.0
Associate diploma	12.3	10.9	6.4	2.2	1.5	0.9	0.3	0.8	35.1	8.0
Undergraduate diploma	5.5	5.0	2.6	1.2	1.9	0.3	0.1	0.4	16.9	3.8
Degree or postgraduate diploma	23.5	21.0	11.7	3.9	4.0	1.2	0.4	1.7	67.5	15.3
Unspecified qualification	26.8	2.9	9.5	5.3	1.7	0.1	0.1	0.2	46.6	10.6
Total all qualifications	172.8	112.7	82.3	33.0	19.9	9.4	1.7	8.3	440.1	100.0
All clients with qualifications[1]	148.5	101.0	68.9	29.7	15.0	8.0	1.4	7.1	379.6	38.0
All clients with no qualifications	145.1	226.3	137.4	43.0	32.8	17.8	8.6	8.5	619.5	62.0
Not known	223.3	101.9	53.6	42.3	101.4	3.2	7.6	2.8	536.1	-
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0
% of all clients	33.7	27.9	16.9	7.5	9.7	1.9	1.1	1.2	100.0	

(a) Represents figures in the range 1 and 49.

---

[1] Since some clients report more than one qualification, this total gives the total number of distinct clients reporting qualifications.

TABLE 10 Employment category[1] of clients by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	**Australia**	%
					Male clients ('000)					
Employed	135.4	119.9	82.1	24.7	23.5	9.6	3.8	6.1	405.1	70.8
Unemployed	36.0	27.5	18.4	7.3	6.4	2.4	0.7	1.5	100.2	17.5
Not in labour force	18.3	25.7	12.2	4.2	4.0	1.7	0.3	0.6	67.0	11.7
Not known	47.4	59.7	28.1	24.9	34.1	2.4	3.9	1.1	201.5	-
Total male clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	100.0
% of male clients	30.6	30.1	18.2	7.9	8.8	2.1	1.1	1.2	100.0	
					Female clients ('000)					
Employed	124.4	86.9	64.4	21.0	18.9	6.4	3.2	5.3	330.6	62.2
Unemployed	46.1	27.6	19.3	7.6	7.5	2.5	0.8	1.4	112.7	21.2
Not in labour force	32.5	26.7	13.0	5.9	6.4	2.0	0.5	0.8	87.7	16.5
Not known	51.0	53.9	21.6	19.5	42.6	2.1	4.0	1.0	195.7	-
Total female clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	100.0
% of female clients	35.0	26.8	16.3	7.4	10.4	1.8	1.2	1.2	100.0	
					All clients ('000)					
Employed	260.4	206.9	146.9	45.7	42.5	15.9	7.0	11.4	736.7	66.7
Unemployed	82.2	55.1	37.8	14.9	14.0	4.9	1.5	2.9	213.1	19.3
Not in labour force	50.8	52.5	25.1	10.0	10.4	3.7	0.8	1.4	154.8	14.0
Not known	123.5	114.7	50.1	44.4	82.4	4.4	8.3	2.8	430.6	-
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0
% of all clients	33.7	27.9	16.9	7.5	9.7	1.9	1.1	1.2	100.0	

---

[1] The employment is reported at the time of enrolment

TABLE 11 Overseas full-fee paying clients by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	**Australia**	%
					Male clients ('000)					
Overseas full-fee paying	1.1	4.9	1.0	0.8	0.5	0.1	0.1	0.2	8.6	1.2
Not overseas full-fee paying	196.9	216.4	139.8	60.3	67.5	14.6	6.6	9.0	711.2	98.8
Not known	39.0	11.4	0.0	0.0	0.0	1.5	2.0	0.0	54.0	-
Total male clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	100.0
% of male clients	30.6	30.1	18.2	7.9	8.8	2.1	1.1	1.2	100.0	
					Female clients ('000)					
Overseas full-fee paying	0.7	3.4	1.0	0.7	0.4	0.1	(a)	0.1	6.6	1.1
Not overseas full-fee paying	175.4	168.4	117.3	53.2	75.0	11.6	6.7	8.5	615.9	98.9
Not known	77.9	23.4	0.0	0.0	0.0	1.2	1.7	0.0	104.2	-
Total female clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	100.0
% of female clients	35.0	26.8	16.3	7.4	10.4	1.8	1.2	1.2	100.0	
					All clients ('000)					
Overseas full-fee paying	1.8	8.3	2.0	1.5	1.0	0.1	0.1	0.4	15.2	1.1
Not overseas full-fee paying	395.4	385.9	258.0	113.5	148.3	26.2	13.3	17.5	1,358.0	98.9
Not known	119.6	34.9	0.0	0.0	0.0	2.7	4.2	0.6	162.0	-
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0
% of all clients	33.7	27.9	16.9	7.5	9.7	1.9	1.1	1.2	100.0	

(a) Represents figures in the range 1 and 49.

Clients

TABLE 12 Disability type by state and territory

	NSW	Vic.	Qld	WA	SA	Tas	NT	ACT	**Australia**	%
Male clients ('000)										
Visual/sight/seeing	1.6	1.9	1.1	0.5	0.5	0.2	0.1	0.1	5.9	18.3
Hearing	1.3	1.1	0.8	0.2	0.2	0.1	(a)	0.1	3.8	11.8
Physical	2.9	1.5	1.2	0.5	0.5	0.2	(a)	0.1	6.9	21.4
Intellectual	1.2	1.5	1.3	0.2	0.3	0.1	(a)	0.1	4.7	14.5
Chronic illness	0.5	0.5	0.3	0.2	0.1	(a)	(a)	(a)	1.7	5.2
Other disability	3.3	1.5	1.1	0.2	0.5	0.1	(a)	0.1	6.9	21.6
Unspecified disability	1.3	0.6	0.2	0.1	0.1	(a)	(a)	(a)	2.3	7.2
Total male disabilities	12.1	8.6	6.0	1.9	2.3	0.7	0.5	0.2	32.2	100.0
Male clients with disabilities[1]	11.4	8.1	5.3	1.7	2.0	0.6	0.2	0.4	29.7	4.9
Male Clients with no disabilities	179.9	190.5	111.9	35.4	33.1	13.7	5.8	8.3	578.5	95.1
Not known	45.8	34.2	23.6	23.9	33.0	1.8	2.8	0.5	165.6	-
Total male clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	100.0
% of male clients	30.6	30.1	18.2	7.9	8.8	2.1	1.1	1.2	100.0	
Female clients ('000)										
Visual/sight/seeing	1.4	1.2	0.8	0.4	0.5	0.1	(a)	0.1	4.6	17.6
Hearing	1.1	0.8	0.6	0.2	0.2	0.1	(a)	(a)	3.1	11.9
Physical	2.1	0.9	0.8	0.4	0.4	0.1	(a)	0.1	4.9	18.7
Intellectual	0.9	1.2	1.0	0.1	0.2	0.1	(a)	(a)	3.6	13.9
Chronic illness	0.7	0.6	0.4	0.2	0.2	0.1	(a)	0.1	2.2	8.5
Other disability	2.6	1.1	0.8	0.2	0.5	0.1	(a)	0.1	5.5	21.2
Unspecified disability	1.3	0.4	0.1	0.1	0.2	(a)	(a)	(a)	2.1	8.2
Total female disabilities	10.1	6.3	4.6	1.7	2.2	0.6	0.5	0.2	26.2	100.0
Female clients with disabilities[1]	9.6	5.9	4.1	1.4	2.0	0.6	0.2	0.4	24.1	4.3
Female clients with no disabilities	193.3	157.8	98.2	33.5	33.3	10.7	5.6	7.6	539.9	95.7
Not known	51.1	31.4	16.1	19.0	40.1	1.6	2.7	0.6	162.7	
Total female clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	100.0
% of female clients	35.0	26.8	16.3	7.4	10.4	1.8	1.2	1.2	100.0	
All clients ('000)										
Visual/sight/seeing	3.1	3.1	1.9	0.9	1.0	0.3	0.1	0.2	10.5	18.0
Hearing	2.4	1.9	1.4	0.4	0.5	0.2	0.1	0.1	6.9	11.9
Physical	5.0	2.4	2.0	0.9	0.9	0.3	(a)	0.2	11.8	20.2
Intellectual	2.0	2.7	2.3	0.3	0.6	0.3	0.1	0.1	8.3	14.3
Chronic illness	1.2	1.1	0.7	0.4	0.3	0.1	0.1	0.1	3.9	6.7
Other disability	5.9	2.6	2.0	0.5	1.1	0.2	0.1	0.2	12.5	21.4
Unspecified disability	2.6	1.1	0.3	0.2	0.3	(a)	(a)	(a)	4.5	7.7
Total all disabilities	22.2	14.9	10.6	3.5	4.5	1.3	0.9	0.4	58.4	100.0
All clients with disabilities[1]	21.0	13.9	9.4	3.2	4.0	1.2	0.4	0.8	53.9	4.6
All clients with no Disabilities	374.3	348.7	210.4	69.0	66.4	24.4	11.3	15.9	1,120.4	95.4
Not known	121.5	66.4	40.2	42.9	78.9	3.4	5.9	1.7	360.9	-
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0
% of all clients	33.7	27.9	16.9	7.5	9.7	1.9	1.1	1.2	100.0	

(a) Represents figures in the range 1 and 49

---

[1] Since some clients report more than one disability, this total gives the total number of distinct clients reporting at least one disability.

TABLE 13 Client load[1] by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	Australia	%
					Male clients ('000)					
Less than 50 hours	69.5	91.7	45.8	15.2	27.5	5.4	2.7	1.2	258.9	33.5
50 to 99 hours	31.4	29.8	20.4	8.4	9.5	1.8	1.5	1.2	104.0	13.4
100 to 199 hours	38.2	31.4	22.7	10.7	13.2	2.3	1.6	1.7	121.9	15.8
200 to 540 hours	78.3	54.3	37.8	18.6	12.2	5.1	2.5	3.7	212.5	27.5
Greater than 540 hours	16.2	24.4	13.9	7.2	4.1	1.4	0.4	1.4	69.1	8.9
Sub-total	233.7	231.7	140.6	60.2	66.5	15.9	8.7	9.2	766.4	99.1
Average hours per male	260.5	266.8	275.3	267.3	268.7	262.4	257.8	274.0	266.8	
All activity RPL/credit transfer	3.4	1.1	0.2	0.8	1.6	0.2	0.1	(a)	7.4	1.0
Total male clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	100.0
					Female clients ('000)					
Less than 50 hours	89.0	76.8	32.3	11.8	37.8	4.0	2.8	0.9	255.4	35.1
50 to 99 hours	34.8	25.4	18.3	10.0	10.0	1.8	1.8	1.2	103.2	14.2
100 to 199 hours	40.1	25.5	20.3	9.7	12.7	2.2	1.4	1.7	113.5	15.6
200 to 540 hours	67.3	44.5	34.1	15.5	10.3	3.5	2.0	2.8	180.1	24.8
Greater than 540 hours	19.9	22.0	13.3	6.4	3.8	1.3	0.4	1.9	69.1	9.5
Sub-total	251.1	194.2	118.3	53.4	74.7	12.8	8.4	8.6	721.4	99.2
Average hours per female	260.7	268.2	269.1	260.2	265.8	266.3	253.6	275.4	265.1	
All activity RPL/credit transfer	2.9	0.9	0.1	0.5	0.7	0.1	0.1	(a)	5.3	0.7
Total female clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	100.0
					All clients ('000)					
Less than 50 hours	184.0	169.1	78.3	27.0	65.3	9.4	5.6	2.6	541.3	35.3
50 to 99 hours	66.3	55.5	38.9	18.4	22.5	3.5	3.3	2.5	210.9	13.7
100 to 199 hours	78.3	57.1	43.3	20.4	28.1	4.6	3.0	3.4	238.2	15.5
200 to 540 hours	145.6	99.0	72.0	34.1	23.1	8.6	4.6	6.6	393.7	25.6
Greater than 540 hours	36.3	46.5	27.3	13.6	7.9	2.6	0.9	3.3	138.5	9.0
Sub-total	510.5	427.1	259.7	113.6	146.9	28.7	17.5	18.4	1,522.5	99.1
Average hours per client	181.1	195.7	216.1	229.0	136.5	206.1	168.7	301.1	192.1	
All activity RPL/credit transfer	6.4	1.9	0.2	1.3	2.3	0.3	0.1	0.1	12.7	0.8
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0

(a) Represents figures in the range 1 and 49.

---

[1] Client load is defined as the number of hours of training undertaken by the client in 1998.

Clients

TABLE 14 Clients by number of modules enrolled by state and territory

	NSW	Vic.	Qld	WA	SA	Tas.	NT	ACT	**Australia**	%
					Male clients ('000)					
1 to 2	96.1	111.3	53.9	24.3	36.8	6.3	3.5	2.3	334.6	43.2
3 to 4	33.1	28.0	16.6	8.0	8.5	2.1	1.4	1.3	98.9	12.8
5 to 7	32.3	22.8	20.1	6.6	5.8	1.9	1.3	1.6	92.2	11.9
8 to 10	31.1	20.1	15.0	6.9	5.1	1.8	1.0	1.4	82.3	10.6
10 to 15	20.7	18.0	14.9	6.2	4.0	1.6	0.8	1.0	67.3	8.7
16 or more	20.3	31.5	20.2	8.2	6.4	2.3	0.7	1.6	91.1	11.8
Sub-total	233.7	231.7	140.6	60.2	66.5	15.9	8.7	9.2	766.4	99.0
All activity RPL/credit transfer	3.4	1.1	0.2	0.8	1.6	0.2	0.1	(a)	7.4	1.0
Total males clients	237.1	232.8	140.8	61.0	68.1	16.1	8.7	9.2	773.8	100.0
% of male clients	30.6	30.1	18.2	7.9	8.8	2.1	1.1	1.2	100.0	
					Female clients ('000)					
1 to 2	117.1	99.2	36.4	21.1	43.8	4.7	3.9	1.9	328.2	45.2
3 to 4	34.2	22.1	17.9	8.6	9.9	1.7	1.4	1.1	97.1	13.4
5 to 7	30.8	17.5	16.6	6.7	6.7	1.6	1.1	1.5	82.5	11.4
8 to 10	21.7	13.9	10.7	4.5	4.1	1.4	0.6	1.0	58.0	8.0
10 to 15	20.4	14.4	14.7	4.8	3.7	1.3	0.7	1.1	61.2	8.4
16 or more	26.8	27.1	21.8	7.6	6.4	2.1	0.7	2.0	94.4	13.0
Sub-total	251.1	194.2	118.3	53.4	74.7	12.8	8.4	8.6	721.4	99.4
All activity RPL/credit transfer	2.9	0.9	0.1	0.5	0.7	0.1	0.1	(a)	5.3	0.7
Total females clients	254.0	195.1	118.3	53.9	75.4	12.9	8.5	8.6	726.7	100.0
% of female clients	35.0	26.8	16.3	7.4	10.4	1.8	1.2	1.2	100.0	
					All clients ('000)					
1 to 2	238.8	211.3	90.6	45.4	86.3	11.0	7.6	4.8	696.0	45.3
3 to 4	67.4	50.4	34.6	16.6	18.4	3.8	2.8	2.4	196.4	12.8
5 to 7	63.1	40.4	36.9	13.3	12.5	3.5	2.4	3.0	175.3	11.4
8 to 10	52.9	34.0	25.7	11.4	9.2	3.2	1.7	2.4	140.5	9.2
10 to 15	41.2	32.4	29.7	11.1	7.8	2.9	1.5	2.1	128.7	8.4
16 or more	47.1	58.7	42.1	15.8	12.7	4.3	1.4	3.6	185.7	12.1
Sub-total	510.5	427.1	259.7	113.6	146.9	28.7	17.5	18.4	1,522.5	99.2
All activity RPL/credit transfer	6.4	1.9	0.2	1.3	2.3	0.3	0.1	0.1	12.7	0.8
Total all clients	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2	100.0
% of all clients	33.7	27.9	16.9	7.5	9.7	1.9	1.1	1.2	100.0	

(a) Represents figures in the range 1 and 49.

Australian Vocational Education & Training Statistics 1998

AUSTRALIA

- 1,535,200 Clients
- 773,800 Males
- 726,700 Females

- 1,936,300 Course Enrolments
- 973,900 Male Course Enrolments
- 927,300 Female Course Enrolments

- 10,706,100 Module enrolments (312.8 million hours of training)
- 5,436,000 Male Module Enrolments (162.7 million hours of training)
- 5,223,700 Female Module Enrolments (148.1 million hours of training)

TABLE 15 Course enrolments ('000) by streams 2100-4500 by field of study by sex

	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
Stream of study	**Male course enrolments ('000)**													
Basic employment skills	1.9	0.7	12.2	2.5	2.0	18.0	5.0	(a)	1.0	0.1	2.7	83.9	130.1	112.3
Educational preparation	0.1	0.1	6.2	0.9	0.1	0.3	1.7	0.0	1.3	0.0	0.9	49.2	60.8	53.6
Operatives: initial	13.7	13.3	4.4	18.8	1.2	26.5	9.2	0.2	27.7	0.1	25.2	18.3	158.5	141.8
Recognised trade: part exempt	1.4	9.8	0.1	0.2	(a)	22.0	(a)	0.0	(a)	0.0	3.7	0.4	37.7	35.1
Recognised trade: complete	5.1	28.8	0.2	(a)	0.0	61.1	0.2	0.0	0.1	0.0	12.8	0.0	108.3	104.0
Other skills: part exemption	7.0	2.6	3.0	14.8	3.1	12.8	7.9	0.4	2.5	(a)	12.7	0.5	67.2	62.9
Other skills: complete	17.5	2.2	4.7	34.0	2.3	22.9	5.5	1.8	9.1	0.1	23.0	0.5	123.5	113.5
Trade technician/supervisory	3.6	9.0	3.6	22.0	6.5	23.9	4.2	0.1	3.8	(a)	4.4	0.9	82.0	78.1
Para-professional technician	0.1	1.5	1.6	7.1	0.1	2.2	0.9	1.2	0.5	(a)	0.3	(a)	15.5	14.0
Para-prof. higher technician	2.8	5.4	6.8	23.7	0.1	20.6	3.0	1.9	9.6	(a)	5.4	0.2	79.4	72.9
Professional	(a)	0.4	1.7	9.7	0.0	1.7	0.6	0.2	0.4	0.0	0.4	0.0	15.0	14.0
Operatives: post initial	1.8	5.0	0.5	4.2	0.2	5.5	2.8	0.1	3.8	0.0	2.9	4.7	31.4	28.5
Trades/other skills	6.8	5.3	0.6	3.4	1.1	14.2	4.7	0.1	1.8	(a)	10.1	2.2	50.3	48.1
Trade tech/super : post initial	0.6	0.4	0.1	0.4	0.2	4.8	0.7	0.0	0.2	0.0	0.1	(a)	7.5	7.4
Para-prof. tech: post initial	0.0	0.1	(a)	0.3	1.3	0.4	0.1	0.0	(a)	0.0	0.0	0.2	2.4	2.2
Para-prof. high tech: post initial	(a)	(a)	(a)	0.4	0.2	0.6	0.1	(a)	2.5	(a)	0.2	0.1	4.2	4.1
Total of male course enrolments	62.5	84.4	45.5	142.6	18.4	237.6	46.7	5.9	64.4	0.3	104.7	161.0	973.9	892.5
% of male course enrolments	6.4	8.7	4.7	14.6	1.9	24.4	4.8	0.6	6.6	0.0	10.8	16.5	100.0	
Number of male clients[1]	55.1	75.5	39.5	124.5	16.4	204.7	43.6	5.0	54.3	0.3	93.8	137.0	849.9	
Stream of study	**Female course enrolments ('000)**													
Basic employment skills	0.9	0.5	26.9	4.3	2.5	1.4	4.1	0.1	1.5	0.1	2.9	117.3	162.4	134.4
Educational preparation	(a)	(a)	11.4	1.5	0.2	0.1	0.9	0.0	0.8	0.0	0.6	64.0	79.6	69.1
Operatives: initial	4.6	1.8	8.7	48.2	2.5	3.5	26.0	0.1	44.4	1.1	29.6	16.3	186.9	161.8
Recognised trade: part exempt	0.6	0.7	0.6	0.1	(a)	1.0	0.1	0.0	(a)	0.0	5.9	0.1	9.1	8.7
Recognised trade: complete	0.9	0.8	0.1	0.1	0.0	1.3	2.3	0.0	0.1	0.0	11.5	0.0	17.1	16.7
Other skills: part exemption	3.6	0.3	5.7	30.8	2.4	3.3	14.8	0.1	1.5	0.1	11.5	0.6	74.5	68.2
Other skills: complete	7.7	0.8	8.3	73.8	6.8	8.7	22.5	1.5	7.3	0.6	25.6	0.4	163.8	146.5
Trade technician/supervisory	2.0	1.6	5.5	24.5	6.3	2.3	11.3	(a)	1.9	0.4	7.6	0.5	63.8	61.0
Para-professional technician	0.1	0.2	2.5	9.1	0.3	0.2	5.7	1.0	0.5	0.1	1.1	(a)	20.8	18.8
Para-prof. higher technician	1.4	1.8	13.9	26.3	0.3	2.2	17.2	2.0	4.4	0.2	8.6	0.1	78.2	71.9
Professional	(a)	0.3	2.0	16.1	0.0	0.2	1.7	0.4	0.2	0.0	0.6	(a)	21.4	19.7
Operatives: post initial	0.4	0.1	0.9	4.0	1.0	0.5	1.4	(a)	8.0	0.0	1.5	5.6	23.4	21.9
Trades/other skills	1.7	0.1	1.1	4.1	1.3	0.6	2.9	(a)	1.7	(a)	3.2	1.2	18.1	17.1
Trade tech/super : post initial	0.2	0.1	0.1	0.5	0.3	0.2	0.5	0.0	0.2	0.0	0.4	(a)	2.4	2.4
Para-prof. tech: post initial	0.0	(a)	(a)	0.3	2.5	(a)	0.5	0.0	0.1	0.0	0.0	0.2	3.7	2.9
Para-prof. high tech: post initial	(a)	(a)	0.1	0.6	0.4	0.2	0.1	(a)	0.7	(a)	(a)	0.1	2.1	2.0
Total of female course enrolments	24.1	9.1	87.8	244.2	26.6	25.8	111.9	5.3	73.1	2.6	110.4	206.5	927.3	773.8
% of female course enrolments	2.6	1.0	9.5	26.3	2.9	2.8	12.1	0.6	7.9	0.3	11.9	22.3	100.0	
Number of female clients[1]	21.1	8.3	74.9	204.4	23.1	23.1	97.7	4.4	62.9	2.4	97.5	169.9	773.8	

(a) Represents figures in the range 1 and 49

---

[1] Some clients undertake courses in more than one field of study and stream, for this reason the sum of the client enrolments is greater than the total number of clients.

Australia

TABLE 15 Continued

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
Basic employment skills	25.9	1.2	39.7	6.9	4.5	19.5	9.5	0.1	2.6	0.2	5.6	208.0	323.5	277.3
Educational preparation	0.1	0.1	17.7	2.4	0.3	0.5	2.6	0.0	2.1	0.0	1.5	113.3	140.7	123.1
Operatives: initial	18.3	15.2	13.5	67.3	3.7	30.1	35.4	0.3	72.7	1.1	54.8	34.8	347.1	305.3
Recognised trade: part exempt	2.1	10.5	0.6	0.3	0.1	23.1	0.1	0.0	0.1	0.0	9.5	0.4	46.9	43.9
Recognised trade: complete	6.0	29.5	0.3	0.1	0.0	62.5	2.6	0.0	0.2	0.0	24.3	0.0	125.5	120.8
Other skills: part exemption	10.6	2.9	8.7	45.6	5.5	16.1	22.7	0.5	4.1	0.1	24.2	1.1	142.0	131.3
Other skills: complete	25.2	3.0	13.0	108.6	9.1	31.7	28.0	3.3	16.3	0.7	48.7	0.9	288.4	261.0
Trade technician/supervisory	5.6	10.6	9.0	46.7	12.8	26.2	15.5	0.1	5.7	0.5	12.0	1.4	146.1	139.5
Para-professional technician	0.1	1.8	4.1	16.2	0.3	2.4	6.7	2.2	1.0	0.1	1.4	0.1	36.3	32.7
Para-prof. higher technician	4.2	7.2	20.7	50.0	0.3	22.7	20.1	3.9	14.0	0.2	14.1	0.3	157.8	144.9
Professional	(a)	0.7	3.7	25.8	0.0	1.8	2.3	0.6	0.6	0.0	1.0	(a)	36.4	33.6
Operatives: post initial	2.2	5.2	1.4	8.3	1.2	6.0	4.1	0.1	11.9	0.0	4.4	10.3	55.0	50.6
Trades/other skills	8.5	5.4	1.8	7.6	2.4	14.8	7.6	0.1	3.6	(a)	13.3	3.5	68.6	65.4
Trade tech/super : post initial	0.8	0.4	0.2	0.8	0.5	5.0	1.2	0.0	0.4	0.0	0.5	(a)	10.0	9.8
Para-prof. tech: post initial	0.0	0.1	(a)	0.6	3.8	0.5	0.6	0.0	0.1	0.0	0.0	0.4	6.1	5.1
Para-prof. high tech: post initial	(a)	(a)	0.1	1.0	0.6	0.8	0.2	(a)	3.2	(a)	0.2	0.1	6.3	6.2
Total of all course enrolments	109.7	93.6	134.4	388.1	45.2	263.7	159.3	11.2	138.5	2.9	215.4	374.7	1,936.6	1,535.2
% of all course enrolments	5.7	4.8	6.9	20.0	2.3	13.6	8.2	0.6	7.2	0.1	11.1	19.3	100.0	
Number of all clients[1]	99.3	84.0	115.5	330.1	39.6	228.2	141.9	9.4	118.0	2.7	191.5	314.1	1,535.2	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and stream, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 16 Course annual hours ('000) by streams 2100-4500 and field of study

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed	Total
	All course annual hours ('000)												
Basic employment skills	1,101	82	1,661	633	272	1,123	721	1	186	8	307	26,099	32,194
Educational preparation	10	6	3,253	391	54	140	125	0	94	0	44	20,694	24,811
Operatives: initial	2,265	1,154	1,656	6,298	141	3,517	2,925	59	3,277	236	5,058	1,837	28,423
Recognised trade: part exempt	625	3,841	55	91	3	5,793	16	0	5	0	2,555	68	13,051
Recognised trade: complete	1,799	8,049	76	12	0	16,957	631	0	13	0	6,354	0	33,890
Other skills: part exemption	1,533	321	1,423	4,814	187	2,081	1,702	88	438	40	2,863	145	15,634
Other skills: complete	4,631	390	2,535	17,661	1,073	4,561	6,211	276	3,279	123	10,403	235	51,378
Trade technician/supervisory	1,400	2,632	2,822	8,543	1,734	4,918	4,000	6	1,496	178	4,244	77	32,051
Para-professional technician	43	479	939	2,717	44	699	1,750	257	317	19	435	11	7,710
Para-prof. higher technician	1,123	2,581	8,161	11,941	60	8,403	8,015	891	5,022	92	6,000	132	52,420
Professional	7	284	2,422	7,585	0	951	889	161	296	0	461	3	13,057
Operatives: post initial	131	169	88	245	128	196	62	5	139	0	217	511	1,891
Trades/other skills	410	190	103	362	84	1,171	397	3	73	0	319	139	3,251
Trade tech/super : post initial	59	32	42	72	27	610	81	0	12	0	110	1	1,048
Para-prof. tech: post initial	0	10	0	55	119	96	178	0	1	0	0	6	464
Para-prof. high tech: post initial	0	1	14	118	34	64	66	9	743	1	31	13	1,094
Total of all course annual hours for streams 2100-4500	15,136	20,222	25,249	61,536	3,960	51,281	27,768	1,757	15,390	696	39,402	49,971	312,367
% of all course annual hours for streams 2100-4500	4.8	6.5	8.1	19.7	1.3	16.4	8.9	0.6	4.9	0.2	12.6	16.0	100.0
All module only hours													410
Total all annual hours													312,777

Australia

TABLE 17 Course annual hours ('000) by streams 2100-4500 by qualification and field of study

Qualification	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed.	Total
	All course annual hours ('000)												
RATE courses	3,747	6,683	3,639	10,196	437	22,400	4,959	465	1,331	324	3,567	16,294	74,043
AQF courses:													
Senior secondary	0	2	0	0	0	0	0	0	0	0	0	1,724	1,726
Certificate I	442	725	965	667	23	4,909	133	0	205	0	2,394	9,654	20,116
Certificate II	3,688	2,107	2,760	9,898	73	3,703	1,447	42	1,404	112	11,982	8,139	45,354
Certificate III	3,240	4,601	2,902	10,459	931	8,708	8,237	273	3,788	93	9,514	2,594	55,340
Certificate IV	1,420	2,269	3,632	9,154	2,082	2,516	4,412	88	1,870	92	3,976	1,776	33,287
Diploma	787	2,574	7,323	10,726	55	5,641	7,320	729	5,703	70	5,824	129	46,882
Advanced diploma	9	367	2,342	8,329	0	1,510	452	151	352	0	788	0	14,299
Bachelor's degree	0	0	14	0	0	0	0	0	0	0	0	0	14
AQF sub-total	9,586	12,645	19,936	49,233	3,164	26,987	22,000	1,283	13,323	367	34,477	24,016	217,017
Other qualifications	593	538	568	304	175	1,010	256	(a)	318	0	403	3,074	7,238
Not applicable – non award	1,209	356	1,106	1,804	184	884	553	8	418	5	956	6,587	14,069
Total of all course annual hours for streams 2100-4500	15,136	20,222	25,249	61,536	3,960	51,281	27,768	1,757	15,390	696	39,402	49,971	312,367
% of all course annual hours for streams 2100-4500	4.8	6.5	8.1	19.7	1.3	16.4	8.9	0.6	4.9	0.2	12.6	16.0	100.0
All module only hours													410
Total all annual hours													312,777

(a) Represents figures in the range 1 and 49.

TABLE 18 Course enrolments ('000) in streams 2100-4500 by qualification by field of study by sex

Qualification	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	Male course enrolments ('000)													
RATE courses	20.1	31.7	6.1	26.5	4.7	117.0	12.7	2.1	9.2	0.1	20.6	36.4	287.1	265.2
AQF courses:														
Senior secondary	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.1	2.1	2.0
Certificate I	2.3	3.4	2.3	1.6	0.1	18.7	1.6	0.0	2.0	0.0	7.6	28.3	67.8	60.2
Certificate II	13.4	5.3	5.5	19.4	0.7	15.3	6.9	0.3	6.5	0.1	25.0	16.0	114.5	105.8
Certificate III	9.2	16.0	4.7	17.6	1.7	34.9	4.2	0.9	12.0	(a)	18.7	3.0	123.1	117.9
Certificate IV	3.6	7.2	4.7	22.2	7.5	10.9	4.4	0.4	5.4	(a)	4.3	2.0	72.7	69.5
Diploma	1.9	5.5	5.9	21.9	(a)	14.1	3.0	1.7	11.0	(a)	4.5	0.1	69.6	64.2
Advanced diploma	(a)	0.7	1.5	10.7	0.0	5.4	0.3	0.1	0.7	0.0	0.6	0.0	20.0	18.6
Bachelor's degree	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	(a)	(a)
AQF sub-total	30.3	38.0	24.6	93.4	10.0	99.3	20.3	3.5	37.6	0.2	60.7	51.6	469.7	0.0
Other qualifications	7.1	5.8	5.1	4.7	1.3	8.0	4.9	(a)	7.8	(a)	6.2	15.1	66.1	59.5
Not applicable – non award	4.9	8.9	9.6	18.0	2.4	13.3	8.8	0.2	9.8	(a)	17.3	57.8	151.1	133.9
Total of male course enrolments	62.5	84.4	45.5	142.6	18.4	237.6	46.7	5.9	64.4	0.3	104.7	161.0	973.9	773.8
% of male course enrolments	6.4	8.7	4.7	14.6	1.9	24.4	4.8	0.6	6.6	0.0	10.8	16.5	100.0	
Number of male clients[1]	55.1	75.5	39.5	124.5	16.4	204.7	43.6	5.0	54.3	0.3	93.8	137.0	773.8	
Qualification	**Female course enrolments ('000)**													
RATE courses	6.6	2.1	11.3	47.1	6.4	7.6	23.5	3.0	14.2	1.3	18.8	57.0	199.0	181.0
AQF courses:														
Senior secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.1	3.1	3.0
Certificate I	1.4	0.2	3.5	4.0	0.2	2.6	1.8	0.0	1.7	0.0	11.7	27.0	54.0	49.0
Certificate II	4.6	0.3	7.4	46.3	0.6	3.0	12.0	(a)	6.3	0.5	29.0	22.5	132.8	120.1
Certificate III	4.6	1.2	8.9	42.2	5.8	6.2	32.5	0.4	10.3	0.3	19.3	5.0	136.7	127.5
Certificate IV	2.3	0.9	7.5	25.9	8.3	1.6	12.6	0.1	2.3	0.1	7.3	2.9	72.0	68.3
Diploma	1.0	1.7	12.6	25.6	0.1	1.7	16.0	1.1	4.8	0.1	8.7	0.1	73.6	68.2
Advanced diploma	(a)	0.4	2.0	17.9	0.0	0.3	0.5	0.4	0.1	0.0	0.9	0.0	22.5	20.8
Bachelor's degree	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	(a)	(a)
AQF sub-total	13.9	4.7	42.0	161.9	15.1	15.4	75.5	2.0	25.6	1.1	76.9	60.7	494.8	0.0
Other qualifications	1.3	0.7	11.7	6.3	2.0	0.9	4.5	(a)	14.9	(a)	2.9	16.8	62.1	53.3
Not applicable – non award	2.3	1.6	22.8	28.8	3.2	1.9	8.4	0.2	18.5	0.1	11.8	71.9	171.4	143.5
Total of female course enrolments	24.1	9.1	87.8	244.2	26.6	25.8	111.9	5.3	73.1	2.6	110.4	206.5	927.3	726.7
% of female course enrolments	2.6	1.0	9.5	26.3	2.9	2.8	12.1	0.6	7.9	0.3	11.9	22.3	100.0	
Number of female clients[1]	21.1	8.3	74.9	204.4	23.1	23.1	97.7	4.4	62.9	2.4	97.5	169.9	726.7	

(a) Represents figures in the range 1 and 49

---

[1] Some clients undertake courses in more than one field of study and qualification category, for this reason the sum of the client enrolments is greater than the total number of clients

Australia

TABLE 18 Continued

	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
Qualification	**All course enrolments ('000)**													
RATE courses	26.8	33.9	17.5	73.9	11.2	124.6	36.5	5.2	23.6	1.4	39.3	93.5	487.2	447.1
AQF courses:														
Senior secondary	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.2	5.2	5.1
Certificate I	3.7	3.5	5.7	5.6	0.3	21.2	3.4	0.0	3.7	0.0	19.3	55.8	122.3	109.8
Certificate II	18.0	5.7	13.0	66.1	1.4	18.4	19.0	0.3	12.8	0.6	54.1	38.7	248.1	226.6
Certificate III	13.8	17.1	13.7	60.1	7.6	41.2	36.8	1.3	22.3	0.4	38.0	8.1	260.3	245.9
Certificate IV	5.9	8.1	12.3	48.2	15.8	12.5	17.1	0.5	7.8	0.2	11.6	4.9	144.9	138.0
Diploma	2.8	7.2	18.5	47.5	0.1	15.8	19.0	2.9	15.8	0.1	13.2	0.3	143.3	132.4
Advanced diploma	(a)	1.0	3.5	28.6	0.0	5.7	0.8	0.5	0.9	0.0	1.5	0.0	42.5	39.5
Bachelor's degree	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	(a)	(a)
AQF sub-total	44.2	42.7	66.6	256.1	25.2	114.9	96.0	5.6	63.2	1.3	137.8	113.0	966.6	0.0
Other qualifications	8.4	6.5	17.5	11.2	3.3	9.0	9.6	(a)	23.3	(a)	9.1	38.1	136.0	120.5
Not applicable – non award	30.3	10.5	32.8	47.0	5.6	15.2	17.2	0.4	28.4	0.2	29.2	130.2	346.9	301.5
Total of all course enrolments	109.7	93.6	134.4	388.1	45.2	263.7	159.3	11.2	138.5	2.9	215.4	374.7	1,936.6	1,535.2
% of all course enrolments	5.7	4.8	6.9	20.0	2.3	13.6	8.2	0.6	7.2	0.1	11.1	19.3	100.0	
Number of all clients[1]	99.3	84.0	115.5	330.1	39.6	228.2	141.9	9.4	118.0	2.7	191.5	314.1	1,535.2	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and qualification category, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 19 Module enrolments ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total	Clients
	Male module enrolments ('000)											
Humanities	169.3	26.2	1.8	10.2	28.3	34.7	24.8	295.3	13.1	12.1	320.5	184.5
Social studies	16.5	2.2	0.2	1.1	1.4	4.4	0.9	26.9	1.2	1.9	30.1	15.2
Education	17.5	3.8	0.2	18.4	5.5	1.7	3.7	50.7	0.8	0.5	52.0	32.7
Sciences	85.4	13.1	0.8	7.2	16.5	15.0	7.9	146.0	4.7	5.2	155.9	83.0
Maths, computing	419.9	82.7	2.5	26.7	45.0	76.1	34.8	687.6	20.1	33.2	741.0	217.3
Visual/performing arts	83.2	15.4	0.4	3.8	3.9	12.3	5.2	124.2	1.7	3.0	128.8	28.4
Engineering, processing	728.2	93.0	3.9	26.6	71.6	58.4	37.9	1,019.6	40.1	54.9	1,114.7	244.8
Health sciences	239.4	22.3	1.4	8.3	33.1	20.4	15.3	340.1	11.7	9.4	361.2	187.9
Admin, business, economics, law	463.4	75.4	4.9	21.6	89.2	74.6	56.1	785.2	27.8	29.0	842.0	237.1
Built environment	305.9	37.1	1.2	8.2	30.2	26.2	11.6	420.3	6.4	10.1	436.8	86.1
Agriculture, renewable resources	202.1	23.8	1.9	6.4	41.5	21.2	18.1	314.9	5.8	5.1	325.8	63.9
Hospitality tourism & personal services	249.2	36.0	3.1	6.9	36.8	28.9	21.1	381.9	6.3	7.5	395.7	77.0
Social Education & Employment Skills	242.8	47.2	2.3	106.9	40.1	41.2	35.1	515.5	9.7	6.4	531.6	243.9
Total of male module enrolments	3,222.7	478.2	24.6	252.4	443.0	415.1	272.4	5,108.4	149.2	178.4	5,436.0	773.8
% of male module enrolments	59.3	8.8	0.5	4.6	8.1	7.6	5.0	93.9	2.7	3.3	100.0	
Number of male clients[1]	505.4	136.9	11.2	136.6	86.1	114.2	88.4	766.4	30.7	22.8	773.8	
Discipline Group	**Female module enrolments ('000)**											
Humanities	222.2	23.8	2.3	14.3	32.3	43.5	40.5	379.0	14.0	15.6	408.6	213.3
Social studies	63.3	4.6	0.8	3.3	3.9	11.8	2.1	89.9	3.3	7.7	101.0	41.9
Education	36.9	5.8	0.3	14.9	10.2	3.6	6.4	78.1	0.9	1.0	79.9	42.9
Sciences	66.0	8.2	0.5	3.5	10.1	12.1	4.9	105.2	2.8	3.8	111.8	56.5
Maths, computing	402.1	45.3	2.9	41.4	40.6	71.7	50.2	654.2	16.8	29.4	700.3	265.7
Visual/performing arts	121.1	13.8	0.9	8.9	5.1	17.4	12.6	179.8	3.2	6.7	189.7	51.9
Engineering, processing	80.7	9.6	0.5	4.2	8.9	10.3	5.8	120.0	3.7	4.4	128.1	47.4
Health sciences	421.4	30.9	3.3	8.1	64.0	40.5	32.4	600.8	19.1	22.0	641.9	192.7
Admin, business, economics, law	832.9	88.2	6.5	26.4	135.6	125.8	86.3	1,301.7	34.5	49.6	1,385.8	291.1
Built environment	27.1	3.3	0.2	1.8	2.6	4.5	2.1	41.5	0.5	1.5	43.5	14.3
Agriculture, renewable resources	99.3	10.4	1.2	3.3	13.4	11.6	7.0	146.0	2.5	4.0	152.5	32.1
Hospitality tourism & personal services	394.5	40.6	4.1	9.2	39.9	39.7	29.7	557.7	8.7	14.6	581.0	104.7
Social Education & Employment Skills	337.4	51.6	3.1	116.6	58.0	59.0	46.0	671.6	14.7	13.3	699.5	278.0
Total of female module enrolments	3,104.9	336.2	26.5	255.7	424.7	451.4	326.1	4,925.5	124.7	173.6	5,223.7	726.7
% of female module enrolments	59.4	6.4	0.5	4.9	8.1	8.6	6.2	94.3	2.4	3.3	100.0	
Number of female clients[1]	423.9	102.3	12.5	140.1	80.2	120.0	120.8	721.3	29.2	24.8	726.7	

---

[1] Some clients undertake modules in more than one discipline group, for this reason the sum of the client enrolments is greater than the total number of clients

Australia

TABLE 19 Continued

	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total	Clients
Discipline Group	**All module enrolments ('000)**											
Humanities	391.9	50.1	4.2	24.6	60.8	78.2	66.0	675.8	27.1	27.7	730.7	398.9
Social studies	79.8	6.8	1.0	4.5	5.4	16.2	3.2	116.9	4.5	9.7	131.1	57.2
Education	54.5	9.6	0.5	33.3	15.7	5.2	10.3	129.1	1.7	1.4	132.2	75.8
Sciences	151.6	21.4	1.3	10.7	26.7	27.2	12.9	251.7	7.5	9.0	268.2	139.8
Maths, computing	822.5	128.1	5.6	68.1	85.9	147.9	86.0	1,344.1	36.9	62.7	1,443.7	484.5
Visual/performing arts	204.5	29.2	1.4	12.7	9.1	29.8	17.9	304.7	4.8	9.7	319.2	80.7
Engineering, processing	809.9	102.7	4.4	30.8	80.9	68.8	43.9	1,141.4	43.8	59.3	1,244.5	292.9
Health sciences	662.6	53.2	4.8	16.5	97.4	61.0	48.4	943.8	30.8	31.3	1,006.0	381.8
Admin, business, economics, law	1,296.9	163.7	11.6	48.0	225.6	200.5	143.3	2,089.6	62.3	78.7	2,230.6	529.2
Built environment	333.1	40.5	1.4	10.0	32.9	30.7	13.9	462.4	6.9	11.6	480.9	100.6
Agriculture, renewable resources	301.5	34.2	3.1	9.6	54.9	32.7	48.2	484.2	8.2	9.2	501.6	119.2
Hospitality tourism & personal services	643.9	76.5	7.2	16.3	76.9	68.7	56.7	946.2	14.9	22.1	983.2	187.6
Social Education & Employment Skills	580.9	98.9	5.4	223.8	98.7	100.3	82.1	1,190.0	24.4	19.7	1,234.1	523.7
Total of all module enrolments	6,333.6	814.7	51.9	508.8	870.9	867.4	632.8	10,080.1	274.0	352.1	10,706.1	1,535.2
% of all module enrolments	59.2	7.6	0.5	4.8	8.1	8.1	5.9	94.1	2.6	3.3	100.0	
Number of all clients[1]	930.6	239.2	24.5	277.1	167.2	234.4	240.8	1,522.4	59.9	47.6	1,535.2	

---

[1] Some clients undertake modules in more than one discipline group, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 20 Module annual hours ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total
	Male module annual hours ('000)										
Humanities	5,088	881	49	708	880	1,334	683	9,623	347	315	10,284
Social studies	703	107	11	73	70	219	32	1,215	51	70	1,335
Education	472	111	6	395	156	63	94	1,296	19	5	1,320
Sciences	2,408	437	22	307	436	634	190	4,434	154	166	4,753
Maths, computing	10,237	2,101	58	915	916	2,117	735	17,077	543	797	18,417
Visual/performing arts	3,650	608	20	195	158	598	130	5,357	76	183	5,616
Engineering, processing	25,129	3,519	128	852	2,546	2,213	1,254	35,641	1,442	1,945	39,027
Health sciences	4,253	456	30	110	696	503	322	6,369	262	193	6,824
Admin, business, economics, law	12,362	2,387	131	591	2,154	2,378	1,324	21,328	817	853	22,998
Built environment	10,432	1,493	50	284	1,050	1,140	384	14,833	266	424	15,522
Agriculture, renewable Resources	4,767	641	54	151	947	632	400	7,592	141	187	7,920
Hospitality tourism & personal services	5,777	900	83	169	949	762	987	9,628	143	140	9,910
Social education & employment skills	7,784	1,929	88	3,951	1,416	2,037	1,097	18,303	263	161	18,727
Total of male module annual hours	93,063	15,569	728	8,701	12,372	14,631	7,630	152,695	4,522	5,437	162,654
% of male module annual hours	57.2	9.6	0.4	5.3	7.6	9.0	4.7	93.9	2.8	3.3	100.0
Discipline Group	**Female module annual hours ('000)**										
Humanities	6,799	895	62	913	939	1,754	990	12,353	368	371	13,092
Social studies	2,636	221	41	125	200	556	70	3,848	155	250	4,253
Education	1,027	209	6	328	414	137	150	2,271	24	15	2,310
Sciences	1,989	284	13	217	264	615	101	3,484	96	126	3,706
Maths, computing	8,778	1,084	61	1,002	838	1,897	875	14,535	377	589	15,501
Visual/performing arts	5,761	600	35	327	250	891	218	8,082	159	385	8,626
Engineering, processing	2,577	331	13	136	229	371	155	3,812	126	141	4,079
Health sciences	9,963	792	84	163	1,491	1,099	765	14,357	457	533	15,348
Admin, business, economics, law	20,952	2,613	175	747	3,277	3,657	1,988	33,409	876	1,326	35,611
Built environment	1,132	141	8	41	92	219	39	1,672	24	66	1,761
Agriculture, renewable Resources	2,562	274	42	87	349	378	139	3,832	62	129	4,023
Hospitality tourism & personal services	9,013	992	105	206	1,116	1,034	1,011	13,477	201	282	13,959
Social education & employment skills	11,843	2,257	115	4,472	2,056	2,861	1,444	25,047	389	336	25,773
Total of female module annual hours	85,032	10,692	760	8,764	11,516	15,470	7,945	140,179	3,315	4,549	148,043
% of female module annual hours	57.4	7.2	0.5	5.9	7.8	10.4	5.4	94.7	2.2	3.1	100.0

TABLE 20 Continued

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total
	All module Annual Hours ('000)										
Humanities	11,902	1,777	115	1,622	1,826	3,091	1,687	22,019	716	686	23,420
Social studies	3,339	327	53	198	270	776	102	5,065	205	319	5,590
Education	1,501	320	12	724	570	201	247	3,574	44	20	3,638
Sciences	4,404	722	36	524	703	1,251	297	7,937	250	292	8,478
Maths, computing	19,025	3,186	123	1,918	1,766	4,017	1,625	31,659	921	1,386	33,967
Visual/performing arts	9,426	1,208	57	523	421	1,490	351	13,475	235	567	14,278
Engineering, processing	27,738	3,852	141	990	2,787	2,588	1,417	39,512	1,568	2,085	43,165
Health sciences	14,246	1,248	113	274	2,194	1,605	1,095	20,775	720	726	22,221
Admin, business, economics, law	33,332	5,001	308	1,339	5,461	6,038	3,330	54,809	1,693	2,180	58,682
Built environment	11,572	1,637	58	326	1,152	1,362	426	16,533	289	489	17,312
Agriculture, renewable Resources	7,331	915	96	238	1,297	1,010	1,451	12,338	204	316	12,858
Hospitality tourism & personal services	14,797	1,892	188	377	2,071	1,802	2,664	23,791	344	422	24,556
Social education & employment skills	19,655	4,187	206	8,435	3,502	4,904	2,576	43,463	652	497	44,613
Total of all module annual hours	178,268	26,273	1,504	17,486	24,018	30,135	17,266	294,950	7,841	9,986	312,777
% of all module annual hours	57.0	8.4	0.5	5.6	7.7	9.6	5.5	94.3	2.5	3.2	100.0

TABLE 21 Module enrolments and module annual hours ('000) in vocational programs by funding source by sex

	Module enrolments ('000)				Module annual hours ('000)			
Funding sources	Males	Females	All clients	%	Males	Females	All clients	%
01 Commonwealth and state recurrent	4,617.0	4,558.0	9,218.8	86.1	141,041	130,686	273,699	87.5
02 Commonwealth and state specific	164.8	185.7	352.3	3.3	5,509	5,966	11,563	3.7
03 Fee for service	652.2	478.4	1,131.5	10.6	16,018	11,309	27,346	8.7
Not stated	1.9	1.5	3.5	0.0	87	83	169	0.1
Total all funding sources	5,436.0	5,223.7	10,706.1	100.0	162,654	148,043	312,777	100.0
% of all funding sources	50.8	48.8	100.0		52.0	47.3	100.0	

Australian Vocational Education & Training Statistics 1998

NEW SOUTH WALES

- 516,800 Clients
- 237,100 Males
- 254,000 Females

- 620,500 Course Enrolments
- 282,100 Male Course Enrolments
- 312,100 Female Course Enrolments

- 3,339,800 Module enrolments (103.9 million hours of training)
- 1,603,100 Male module enrolments (52.1 million hours of training)
- 1,709,500 Female module enrolments (50.9 million hours of training)

TABLE 15 Course enrolments ('000) by streams 2100-4500 by field of study by sex

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
Basic employment skills	23.8	0.6	26.3	2.6	0.2	4.1	2.0	0.1	1.2	0.0	1.0	59.6	121.4	107.7
Educational preparation	(a)	(a)	4.8	0.7	(a)	0.1	0.8	0.0	1.4	0.0	(a)	36.8	44.7	39.7
Operatives: initial	8.5	5.7	8.6	36.9	1.4	11.9	19.1	0.1	37.3	0.5	32.6	0.4	163.0	148.0
Recognised trade: part exempt	1.2	1.8	0.1	(a)	0.0	9.9	(a)	0.0	0.1	0.0	2.6	(a)	15.7	14.8
Recognised trade: complete	2.2	12.1	0.1	0.0	0.0	21.8	0.0	0.0	0.0	0.0	8.6	0.0	44.9	42.9
Other skills: part exemption	1.5	(a)	1.2	1.9	0.2	2.7	1.0	0.0	0.2	0.0	1.4	0.3	10.3	10.1
Other skills: complete	3.8	0.5	3.1	35.1	(a)	2.7	9.3	0.5	12.7	0.0	6.9	0.4	75.0	65.7
Trade technician/supervisory	2.5	5.2	1.9	18.1	0.7	4.9	4.1	0.0	3.8	0.1	2.4	0.0	43.7	41.5
Para-professional technician	(a)	0.0	(a)	0.9	0.1	(a)	0.2	0.0	(a)	0.0	0.0	(a)	1.3	1.2
Para-prof. higher technician	0.7	1.4	2.2	11.3	0.2	6.2	6.9	0.0	3.6	0.0	2.1	0.0	34.6	32.0
Professional	(a)	0.3	1.3	9.6	0.0	0.5	0.0	0.2	0.0	0.0	(a)	0.0	11.9	10.5
Operatives: post initial	0.9	1.2	1.1	4.7	0.3	3.6	2.2	0.0	11.4	0.0	1.4	3.2	29.9	27.1
Trades/other skills	1.9	0.8	0.2	1.2	0.3	5.0	1.1	0.0	1.2	0.0	1.6	(a)	13.3	12.3
Trade tech/super : post initial	0.7	0.1	(a)	(a)	0.1	2.5	0.5	0.0	0.4	0.0	0.1	0.0	4.4	4.3
Para-prof. tech: post initial	0.0	0.0	(a)	0.3	3.8	(a)	0.1	0.0	0.1	0.0	0.0	(a)	4.3	3.3
Para-prof. high tech: post initial	0.0	(a)	0.1	0.8	0.3	0.5	0.2	0.0	(a)	0.0	0.1	(a)	2.0	2.0
Total of all course enrolments	47.7	29.8	50.9	124.1	7.5	76.6	47.4	0.9	73.4	0.7	60.9	100.8	620.5	516.9
% of all course enrolments	7.7	4.8	8.2	20.0	1.2	12.3	7.6	0.1	11.8	0.1	9.8	16.2	100.0	
Number of all clients[1]	46.0	27.5	43.6	108.5	6.3	67.1	41.5	0.8	64.4	0.6	55.3	86.7	516.9	
Total of male course enrolments	17.0	26.9	16.0	41.1	2.5	70.4	10.2	0.5	31.4	(a)	27.3	38.7	282.1	237.1
% of male course enrolments	6.0	9.5	5.7	14.6	0.9	25.0	3.6	0.2	11.1	0.0	9.7	13.7	100.0	
Number of male clients[1]	15.9	24.8	14.0	36.9	2.2	61.5	9.3	0.4	27.4	(a)	25.2	33.8	237.1	
Total of female course enrolments	7.7	2.8	34.1	82.3	5.0	6.0	37.0	0.4	41.1	0.6	33.5	61.6	312.1	254.0
% of female course enrolments	2.5	0.9	10.9	26.4	1.6	1.9	11.9	0.1	13.2	0.2	10.7	19.7	100.0	
Number of female clients[1]	7.0	2.6	28.9	71.1	4.0	5.5	32.0	0.4	36.3	0.6	30.0	52.5	254.0	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and stream, for this reason the sum of the client enrolments is greater than the total number of clients.

NSW

TABLE 16 Course annual hours ('000) by streams 2100-4500 and field of study

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed.	Total
	All course annual hours ('000)												
Basic employment skills	916	9	577	287	4	286	90	1	22	0	48	9,297	11,537
Educational preparation	0	0	471	177	11	4	69	0	38	0	1	11,173	11,947
Operatives: initial	955	468	1,064	4,576	54	1,424	1,033	5	1,323	130	2,865	43	13,939
Recognised trade: part exempt	311	652	13	2	0	1,282	5	0	0	0	579	1	2,846
Recognised trade: complete	711	3,363	43	0	0	5,919	0	0	0	0	2,350	0	12,386
Other skills: part exemption	198	4	291	121	11	409	174	0	72	0	288	13	1,582
Other skills: complete	900	105	867	5,108	3	660	2,149	85	2,687	0	1,636	74	14,275
Trade technician/supervisory	767	1,671	657	3,127	158	1,512	1,214	0	1,116	41	985	0	11,248
Para-professional technician	0	0	(a)	241	1	15	14	0	0	0	0	0	272
Para-prof. higher technician	358	648	1,228	3,564	4	3,362	3,403	0	2,066	0	1,022	0	15,656
Professional	4	144	1,169	3,590	0	355	0	63	0	0	28	0	5,354
Operatives: post initial	21	46	47	95	8	102	32	0	133	0	36	57	576
Trades/other skills	193	57	23	205	25	515	278	0	25	0	90	3	1,414
Trade tech/super : post initial	50	4	(a)	(a)	1	435	53	0	9	0	28	0	581
Para-prof. tech: post initial	0	0	0	5	105	2	1	0	1	0	0	0	115
Para-prof. high tech: post initial	0	1	13	106	19	44	25	0	0	0	12	1	221
Total of all course annual hours for streams 2100-4500	5,385	7,171	6,464	21,205	406	16,327	8,541	154	7,491	171	9,968	20,664	103,948
% of all course annual hours for streams 2100-4500	5.2	6.9	6.2	20.4	0.4	15.7	8.2	0.1	7.2	0.2	9.6	19.9	100.0
All module only hours													0
Total all annual hours													103,948

(a) Represents figures in the range 1 and 49

TABLE 17 Course annual hours ('000) by streams 2100-4500 by qualification and field of study

Qualification	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed	Total
	All course annual hours ('000)												
RATE courses	1,901	1,759	552	4,550	105	6,791	2,374	5	1,039	141	1,128	11,729	32,075
AQF courses:													
Senior secondary	0	0	0	0	0	0	0	0	0	0	0	0	0
Certificate I	57	270	382	98	2	812	78	0	0	0	542	2,983	5,225
Certificate II	1,053	457	1,085	2,959	25	369	375	0	398	30	2,816	3,282	12,849
Certificate III	882	2,592	948	3,170	7	4,345	2,371	85	2,578	0	3,406	1,908	22,293
Certificate IV	466	1,538	671	3,369	248	771	1,182	0	1,000	0	990	122	10,357
Diploma	86	364	1,111	3,343	0	2,406	2,088	0	2,047	0	993	0	12,440
Advanced diploma	4	136	1,113	3,557	0	355	0	63	0	0	37	0	5,264
Bachelor's degree	0	0	0	0	0	0	0	0	0	0	0	0	0
AQF sub-total	2,549	5,357	5,311	16,497	282	9,057	6,095	149	6,023	30	8,784	8,294	68,428
Other qualifications	20	42	295	93	9	469	53	(a)	278	0	42	478	1,779
Not applicable – non award	915	13	307	65	10	9	20	1	151	0	13	163	1,666
Total of all course annual hours for streams 2100-4500	5,385	7,171	6,464	21,205	406	16,327	8,541	154	7,491	171	9,968	20,664	103,948
% of all course annual hours for streams 2100-4500	5.2	6.9	6.2	20.4	0.4	15.7	8.2	0.1	7.2	0.2	9.6	19.9	100.0
All module only hours													0
Total all annual hours													103,948

(a) Represents figures in the range 1 and 49.

TABLE 18 Course enrolments ('000) in streams 2100-4500 by qualification by field of study by sex

Field of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
RATE courses	12.6	10.3	3.3	37.4	3.2	42.4	18.0	(a)	18.3	0.5	23.3	48.2	217.6	200.2
AQF courses*														
Senior secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Certificate I	0.5	0.9	3.0	0.8	(a)	3.2	0.4	0.0	0.0	0.0	5.5	14.1	28.3	26.1
Certificate II	4.2	1.0	5.0	27.3	0.2	1.9	3.8	0.0	1.6	0.1	12.5	13.5	71.2	63.0
Certificate III	3.6	9.5	3.0	11.8	(a)	16.7	11.7	0.5	11.9	0.0	11.9	5.4	86.0	79.9
Certificate IV	1.6	4.6	1.9	17.0	2.2	2.4	3.7	0.0	3.6	0.0	2.5	0.4	39.9	37.8
Diploma	0.1	0.5	2.1	10.4	0.0	3.9	3.6	0.0	3.5	0.0	2.0	0.0	26.1	24.6
Advanced diploma	(a)	0.3	1.2	9.4	0.0	0.5	0.0	0.2	0.0	0.0	0.1	0.0	11.6	10.3
Bachelor's degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AQF sub-total	10.0	16.9	16.1	76.6	2.4	28.6	23.2	0.7	20.7	0.1	34.5	33.4	263.2	0.0
Other qualifications	1.5	1.8	16.0	6.2	1.0	5.1	5.0	(a)	21.5	0.0	2.1	11.5	71.5	62.4
Not applicable – non award	23.6	0.7	15.4	3.8	0.9	0.5	1.2	0.1	13.0	0.0	1.2	7.7	68.2	58.7
Total of all course enrolments	47.7	29.8	50.9	124.1	7.5	76.6	47.4	0.9	73.4	0.7	60.9	100.8	620.5	516.9
% of all course enrolments	7.7	4.8	8.2	20.0	1.2	12.3	7.6	0.1	11.8	0.1	9.8	16.2	100.0	
Number of all clients[1]	46.0	27.5	43.6	108.5	6.3	67.1	41.5	0.8	64.4	0.6	55.3	86.7	516.9	
Total of male course enrolments	17.0	26.9	16.0	41.1	2.5	70.4	10.2	0.5	31.4	(a)	27.3	38.7	282.1	237.1
% of male course enrolments	6.0	9.5	5.7	14.6	0.9	25.0	3.6	0.2	11.1	0.0	9.7	13.7	100.0	
Number of male clients[1]	15.9	24.8	14.0	36.9	2.2	61.5	9.3	0.4	27.4	(a)	25.2	33.8	237.1	
Total of female course enrolments	7.7	2.8	34.1	82.3	5.0	6.0	37.0	0.4	41.1	0.6	33.5	61.6	312.1	254.0
% of female course enrolments	2.5	0.9	10.9	26.4	1.6	1.9	11.9	0.1	13.2	0.2	10.7	19.7	100.0	
Number of female clients[1]	7.0	2.6	28.9	71.1	4.0	5.5	32.0	0.4	36.3	0.6	30.0	52.5	254.0	

(a) Represents figures in the range 1 and 49

---

[1] Some clients undertake courses in more than one field of study and qualification category, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 19 Module enrolments ('000) in vocational programs by discipline group by module result by sex

	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total	Clients
Discipline Group	**All module enrolments ('000)**											
Humanities	136.4	11.0	1.8	8.1	10.9	44.2	24.8	237.2	12.3	17.4	266.9	146.8
Social studies	37.7	1.6	0.6	1.0	1.0	10.4	0.8	53.0	1.9	8.6	63.4	25.0
Education	13.9	0.4	0.2	0.7	3.5	1.6	3.0	23.4	0.4	0.3	24.1	11.3
Sciences	36.3	3.1	0.4	5.9	3.1	12.8	1.1	62.8	2.6	5.9	71.2	39.3
Maths, computing	297.0	17.1	2.5	15.3	9.4	75.3	29.9	446.6	14.2	41.3	502.1	178.8
Visual/performing arts	56.0	3.6	1.0	1.3	3.2	14.1	4.5	83.7	1.5	6.1	91.3	24.0
Engineering, processing	261.7	23.2	2.6	16.3	9.5	36.9	1.1	351.2	17.6	45.6	414.4	84.5
Health sciences	193.1	7.9	2.3	5.2	18.4	30.2	6.7	263.9	10.4	19.1	293.4	119.8
Admin, business, economics, law	429.9	29.8	2.2	8.8	40.9	108.0	11.7	631.3	17.3	51.0	699.6	172.9
Built environment	102.6	13.6	1.0	1.5	3.8	18.0	1.2	141.7	3.7	6.9	152.2	34.3
Agriculture, renewable resources	95.0	5.7	1.3	1.2	7.5	19.3	26.1	156.1	1.7	6.6	164.3	52.0
Hospitality tourism & personal services	187.8	10.4	1.2	2.0	12.2	31.4	3.0	247.9	5.5	12.2	265.6	55.3
Social Education & Employment Skills	164.1	9.2	1.4	53.3	22.0	46.6	16.1	312.7	6.1	12.6	331.3	159.1
Total of all module enrolments	2,011.4	136.6	18.6	120.5	145.3	448.7	130.1	3,011.3	95.1	233.4	3,339.8	516.9
% of all module enrolments	60.2	4.1	0.6	3.6	4.4	13.4	3.9	90.1	2.8	7.0	100.0	
Number of all clients[1]	310.6	56.0	12.9	69.7	24.8	125.6	100.6	510.5	29.5	29.0	516.9	
Total of male module enrolments	956.3	85.4	8.9	68.5	60.6	210.5	34.5	1,424.7	57.0	121.4	1,603.1	237.1
% of male module enrolments	59.7	5.3	0.6	4.3	3.8	13.1	2.2	88.8	3.6	7.6	100.0	
Number of male clients[1]	159.4	34.7	5.7	36.9	10.7	61.5	24.8	233.7	15.7	14.1	237.1	
Total of female module enrolments	1,054.7	51.2	9.0	52.0	84.4	238.2	70.0	1,559.4	38.1	112.0	1,709.5	254.0
% of female module enrolments	61.7	3.0	0.5	3.0	4.9	13.9	4.1	91.2	2.2	6.6	100.0	
Number of female clients[1]	150.9	21.3	6.4	32.8	14.0	64.0	51.0	251.1	13.8	14.9	254.0	

---

[1] Some clients undertake modules in more than one discipline group, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 20 Module annual hours ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total
	All module Annual Hours ('000)										
Humanities	4,070	397	58	733	284	1,670	527	7,739	322	455	8,516
Social studies	1,462	61	31	83	58	458	22	2,176	81	296	2,554
Education	274	7	6	14	100	33	49	482	9	6	497
Sciences	1,311	128	15	327	94	725	19	2,618	94	221	2,932
Maths, computing	7,120	453	60	946	222	2,116	380	11,295	383	1,017	12,695
Visual/performing arts	2,857	168	37	111	173	753	76	4,175	85	423	4,682
Engineering, processing	9,235	905	86	466	291	1,408	19	12,410	644	1,727	14,782
Health sciences	4,434	190	44	43	419	780	152	6,063	232	542	6,838
Admin, business, economics, law	10,927	1,073	63	345	926	3,264	208	16,806	503	1,580	18,888
Built environment	4,203	615	41	33	139	772	18	5,821	160	305	6,287
Agriculture, renewable Resources	2,458	165	42	24	218	618	963	4,488	51	250	4,790
Hospitality tourism & personal services	4,583	301	30	34	313	864	49	6,174	150	304	6,629
Social education & employment skills	7,033	366	47	2,607	569	2,301	413	13,334	151	374	13,858
Total of all module annual hours	59,967	4,829	559	5,765	3,805	15,762	2,895	93,582	2,865	7,501	103,948
% of all module annual hours	57.7	4.6	0.5	5.5	3.7	15.2	2.8	90.0	2.8	7.2	100.0
Total of male module annual hours	29,969	3,130	286	2,993	1,613	7,499	679	46,169	1,781	4,103	52,052
% of male module annual hours	57.6	6.0	0.5	5.7	3.1	14.4	1.3	88.7	3.4	7.9	100.0
Total of female module annual hours	29,985	1,698	258	2,771	2,183	8,261	1,274	46,430	1,084	3,398	50,913
% of female module annual hours	58.9	3.3	0.5	5.4	4.3	16.2	2.5	91.2	2.1	6.7	100.0

TABLE 21 Module enrolments and module annual hours ('000) in vocational programs by funding source by sex

	Module enrolments ('000)				Module annual hours ('000)			
Funding sources	Males	Females	All clients	%	Males	Females	All clients	%
01 Commonwealth and state recurrent	1,431.6	1,571.9	3,030.4	90.7	47,357	47,323	95,654	92.0
02 Commonwealth and state specific	64.4	84.5	148.9	4.5	2,095	2,217	4,320	4.2
03 Fee for service	107.2	53.1	160.5	4.8	2,600	1,372	3,974	3.8
Not stated	0.0	0.0	0.0	0.0	0	0	0	0.0
Total all funding sources	1,603.1	1,709.5	3,339.8	100.0	52,052	50,913	103,948	100.0
% of all funding sources	48.0	51.2	100.0		50.1	49.0	100.0	

Australian Vocational Education & Training Statistics 1998

VICTORIA

- 429,100 Clients
- 232,800 Males
- 195,100 Females

- 542,000 Course Enrolments
- 287,800 Male Course Enrolments
- 252,600 Female Course Enrolements

- 3,004,300 Module enrolments (86.4 million hours of training)
- 1,623,900 Male module enrolments (46.5 million hours of training)
- 1,376,200 Female module enrolments (39.7 million hours of training)

TABLE 15 Course enrolments ('000) by streams 2100-4500 by field of study by sex

	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
Stream of study	**All course enrolments ('000)**													
Basic employment skills	0.2	(a)	7.3	1.2	0.1	3.1	1.6	0.0	0.4	0.1	1.1	79.8	95.0	74.7
Educational preparation	0.1	0.1	1.4	1.2	0.0	0.2	0.2	0.0	0.5	0.0	1.3	25.1	30.1	26.8
Operatives: initial	2.3	4.9	2.6	18.9	1.4	9.6	7.9	0.1	15.9	0.0	7.2	1.1	71.7	58.9
Recognised trade: part exempt	0.0	3.6	(a)	(a)	0.0	2.8	0.0	0.0	(a)	0.0	0.9	0.0	7.4	7.0
Recognised trade: complete	1.0	8.6	(a)	(a)	0.0	14.9	(a)	0.0	0.0	0.0	5.2	0.0	29.8	29.5
Other skills: part exemption	3.7	0.9	0.7	1.4	1.1	3.5	0.3	0.0	0.0	0.0	9.4	0.1	21.0	20.1
Other skills: complete	7.4	0.9	3.5	41.7	0.3	20.2	8.3	0.2	0.3	0.2	23.6	0.2	106.9	97.2
Trade technician/supervisory	2.2	2.4	3.8	16.6	3.1	7.9	7.1	(a)	0.2	0.2	5.9	0.3	49.7	47.9
Para-professional technician	0.0	0.0	(a)	(a)	0.0	(a)	0.1	0.1	0.0	0.0	0.1	0.0	0.3	0.3
Para-prof. higher technician	2.1	3.3	11.7	18.7	0.0	9.5	4.1	0.8	3.0	0.1	5.3	(a)	58.6	55.1
Professional	0.0	0.1	0.9	7.4	0.0	0.8	0.4	0.3	0.5	0.0	0.2	0.0	10.7	10.4
Operatives: post initial	1.2	2.2	0.3	3.2	0.1	1.9	1.0	0.0	0.3	0.0	2.8	0.2	13.1	12.0
Trades/other skills	5.7	3.1	1.4	5.6	0.4	6.3	6.2	0.0	1.8	0.0	10.8	3.4	44.8	43.0
Trade tech/super : post initial	0.1	(a)	(a)	0.4	0.3	0.1	0.5	0.0	0.1	0.0	(a)	(a)	1.5	1.5
Para-prof. tech: post initial	0.0	0.1	0.0	0.1	(a)	(a)	(a)	0.0	0.0	0.0	0.0	0.4	0.6	0.6
Para-prof. high tech: post initial	0.0	0.0	0.0	0.2	0.1	0.3	0.0	0.0	(a)	(a)	0.0	0.1	0.7	0.7
Total of all course enrolments	25.6	30.2	33.7	116.5	7.0	81.2	37.8	1.5	23.0	0.7	73.8	110.8	541.9	429.1
% of all course enrolments	4.7	5.6	6.2	21.5	1.3	15.0	7.0	0.3	4.2	0.1	13.6	20.4	100.0	
Number of all clients[1]	22.6	27.3	29.4	99.4	6.5	71.9	35.5	1.5	20.0	0.7	65.7	87.0	429.1	
Total of male course enrolments	19.4	27.0	12.1	47.9	3.1	70.2	13.0	0.5	8.5	0.1	43.1	42.9	287.8	232.8
% of male course enrolments	6.7	9.4	4.2	16.7	1.1	24.4	4.5	0.2	3.0	0.0	15.0	14.9	100.0	
Number of male clients[1]	17.0	24.4	10.7	42.2	2.9	62.0	12.7	0.5	7.5	0.1	38.2	35.2	232.8	
Total of female course enrolments	6.2	3.2	21.4	68.0	3.9	10.9	24.7	1.1	14.5	0.6	30.7	67.5	252.6	195.1
% of female course enrolments	2.5	1.3	8.5	26.9	1.5	4.3	9.8	0.4	5.7	0.2	12.1	26.7	100.0	
Number of female clients[1]	5.5	2.9	18.5	56.6	3.6	9.9	22.7	1.0	12.4	0.6	27.4	51.5	195.1	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and stream, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 16 Course annual hours ('000) by streams 2100-4500 and field of study

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed.	Total
	All course annual hours ('000)												
Basic employment skills	5	1	295	29	5	412	96	0	5	3	18	8,435	9,305
Educational preparation	8	5	247	38	0	108	16	0	46	0	28	4,608	5,105
Operatives: initial	96	218	89	363	22	638	416	0	261	0	146	48	2,297
Recognised trade: part exempt	0	1,225	10	0	0	907	0	0	4	0	203	0	2,348
Recognised trade: complete	369	2,473	14	0	0	4,213	1	0	0	0	1,222	0	8,293
Other skills: part exemption	623	156	133	204	31	317	64	0	0	0	916	7	2,451
Other skills: complete	1,120	70	628	7,016	53	2,715	1,925	40	67	52	4,647	64	18,398
Trade technician/supervisory	340	431	1,390	3,274	399	1,529	1,945	3	66	108	2,041	48	11,574
Para-professional technician	0	0	2	3	0	0	7	39	0	0	34	0	86
Para-prof. higher technician	297	1,265	4,447	5,451	0	3,610	1,880	232	1,092	22	2,615	5	20,916
Professional	0	23	402	2,289	0	380	172	88	290	0	118	0	3,762
Operatives: post initial	20	66	3	140	2	55	17	0	4	0	133	4	444
Trades/other skills	168	60	65	131	13	428	109	0	25	0	163	134	1,297
Trade tech/super : post initial	1	2	0	32	10	4	10	0	3	0	(a)	1	62
Para-prof. tech: post initial	0	10	0	2	9	1	2	0	0	0	0	6	30
Para-prof. high tech: post initial	0	0	0	10	4	17	0	0	2	1	0	11	46
Total of all course annual hours for streams 2100-4500	3,045	6,003	7,725	18,985	548	15,337	6,662	401	1,865	186	12,286	13,371	86,413
% of all course annual hours for streams 2100-4500	3.5	6.9	8.9	22.0	0.6	17.7	7.7	0.5	2.2	0.2	14.2	15.5	100.0
All module only hours													0
Total all annual hours													86,413

(a) Represents figures in the range 1 and 49.

TABLE 17 Course annual hours ('000) by streams 2100-4500 by qualification and field of study

Qualification	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed	Total
	All course annual hours ('000)												
RATE courses	693	1,677	1,155	3,664	13	7,328	541	230	176	38	367	1,187	17,069
AQF courses:													
Senior secondary	0	2	0	0	0	0	0	0	0	0	0	1,724	1,726
Certificate I	18	152	10	97	0	793	5	0	1	0	852	2,841	4,770
Certificate II	600	1,065	390	3,235	31	1,788	202	21	70	0	3,415	3,443	14,261
Certificate III	398	1,178	149	2,225	53	2,073	1,743	20	51	52	2,310	527	10,780
Certificate IV	529	234	1,082	2,918	399	771	1,860	39	37	92	1,961	563	10,486
Diploma	211	1,206	4,009	3,334	0	2,087	1,843	4	1,003	0	2,521	4	16,221
Advanced diploma	0	23	364	2,556	0	164	127	88	279	0	215	0	3,815
Bachelor's degree	0	0	0	0	0	0	0	0	0	0	0	0	0
AQF sub-total	1,757	3,858	6,003	14,365	484	7,676	5,781	171	1,440	144	11,275	9,103	62,058
Other qualifications	534	365	29	163	19	62	60	0	26	0	281	326	1,864
Not applicable – non award	61	103	538	793	32	270	280	0	223	4	362	2,755	5,422
Total of all course annual hours for streams 2100-4500	3,045	6,003	7,725	18,985	548	15,337	6,662	401	1,865	186	12,286	13,371	86,413
% of all course annual hours for streams 2100-4500	3.5	6.9	8.9	22.0	0.6	17.7	7.7	0.5	2.2	0.2	14.2	15.5	100.0
All module only hours													0
Total all annual hours													86,413

TABLE 18 Course enrolments ('000) in streams 2100-4500 by qualification by field of study by sex

Field of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
RATE courses	6.8	8.0	3.6	21.0	0.6	35.1	5.3	0.8	3.9	0.1	6.2	15.6	107.0	99.0
AQF courses:														
Senior secondary	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.2	5.2	5.1
Certificate I	0.5	0.9	(a)	0.9	(a)	6.1	(a)	0.0	(a)	0.0	5.5	13.3	27.4	25.7
Certificate II	3.7	3.1	1.9	19.7	1.1	8.5	1.1	0.2	0.5	0.0	16.3	16.3	72.3	66.7
Certificate III	1.7	4.3	0.7	12.2	0.3	13.4	7.7	0.1	0.2	0.2	10.9	2.0	53.7	51.9
Certificate IV	2.8	1.1	3.0	13.7	3.2	4.0	6.9	0.1	0.1	0.2	5.6	2.1	42.6	41.1
Diploma	1.2	2.9	10.8	12.0	0.0	4.8	4.0	(a)	2.5	0.0	5.1	(a)	43.4	41.3
Advanced diploma	0.0	0.1	0.9	8.2	0.0	0.2	0.2	0.3	0.5	0.0	0.4	0.0	10.8	10.5
Bachelor's degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AQF sub-total	10.0	12.4	17.3	66.7	4.6	37.0	19.9	0.7	3.8	0.4	43.7	39.0	255.5	0.0
Other qualifications	6.7	4.1	0.5	4.3	0.4	0.8	3.3	0.0	1.8	(a)	6.0	8.2	36.1	30.9
Not applicable – non award	2.1	5.6	12.3	24.6	1.5	8.3	9.3	(a)	13.6	0.1	18.0	48.0	143.3	117.5
Total of all course enrolments	25.6	30.2	33.7	116.5	7.0	81.2	37.8	1.5	23.0	0.7	73.8	110.8	541.9	429.1
% of all course enrolments	4.7	5.6	6.2	21.5	1.3	15.0	7.0	0.3	4.2	0.1	13.6	20.4	100.0	
Number of all clients[1]	22.6	27.3	29.4	99.4	6.5	71.9	35.5	1.5	20.0	0.7	65.7	87.0	429.1	
Total of male course enrolments	19.4	27.0	12.1	47.9	3.1	70.2	13.0	0.5	8.5	0.1	43.1	42.9	287.8	232.8
% of male course enrolments	6.7	9.4	4.2	16.7	1.1	24.4	4.5	0.2	3.0	0.0	15.0	14.9	100.0	
Number of male clients[1]	17.0	24.4	10.7	42.2	2.9	62.0	12.7	0.5	7.5	0.1	38.2	35.2	232.8	
Total of female course enrolments	6.2	3.2	21.4	68.0	3.9	10.9	24.7	1.1	14.5	0.6	30.7	67.5	252.6	195.1
% of female course enrolments	2.5	1.3	8.5	26.9	1.5	4.3	9.8	0.4	5.7	0.2	12.1	26.7	100.0	
Number of female clients[1]	5.5	2.9	18.5	56.6	3.6	9.9	22.7	1.0	12.4	0.6	27.4	51.5	195.1	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and qualification category, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 19 Module enrolments ('000) in vocational programs by discipline group by module result by sex

	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total	Clients
Discipline Group	**All module enrolments ('000)**											
Humanities	111.8	17.8	1.3	9.3	16.4	16.8	9.9	183.2	7.0	2.8	193.0	102.2
Social studies	21.3	2.5	0.3	2.8	1.9	3.6	1.5	34.0	1.5	0.4	35.9	16.6
Education	14.4	2.7	0.1	1.5	2.1	1.7	1.7	24.3	0.7	0.7	25.6	18.6
Sciences	59.4	10.9	0.7	3.4	9.6	6.7	5.0	95.7	3.0	1.3	100.0	48.1
Maths, computing	218.9	46.7	2.2	34.0	15.6	39.0	19.6	376.0	10.0	5.8	391.8	134.6
Visual/performing arts	61.7	11.0	0.3	3.5	2.2	7.7	5.1	91.4	1.4	0.3	93.2	20.3
Engineering, processing	232.2	45.9	1.4	7.2	28.2	17.2	14.0	346.1	15.2	4.1	365.4	96.1
Health sciences	167.2	18.0	1.7	6.1	27.0	13.6	7.5	241.0	8.5	4.7	254.3	100.3
Admin, business, economics, law	372.2	60.8	6.1	16.9	47.9	48.5	25.2	577.6	20.2	9.2	607.0	147.9
Built environment	125.3	14.9	0.3	6.0	13.6	6.2	4.4	170.8	1.3	1.0	173.1	28.8
Agriculture, renewable resources	84.5	11.0	1.2	5.8	16.4	5.8	6.0	130.6	2.5	0.3	133.4	29.5
Hospitality tourism & personal services	200.5	34.7	4.0	6.0	23.0	20.1	7.2	295.4	5.3	5.3	306.0	47.0
Social Education & Employment Skills	167.8	28.0	2.7	48.9	29.8	22.3	15.8	315.3	8.2	2.2	325.6	144.5
Total of all module enrolments	1,837.2	304.9	22.2	151.4	233.6	209.2	122.8	2,881.4	84.9	38.1	3,004.3	429.1
% of all module enrolments	61.2	10.1	0.7	5.0	7.8	7.0	4.1	95.9	2.8	1.3	100.0	
Number of all clients[1]	258.5	74.5	7.1	92.9	55.7	47.9	45.7	427.1	13.1	6.6	429.1	
Total of male module enrolments	989.1	190.2	10.5	68.6	132.2	104.7	66.7	1,562.0	45.3	16.6	1,623.9	232.1
% of male module enrolments	60.9	11.7	0.6	4.2	8.1	6.4	4.1	96.1	2.8	1.0	100.0	
Number of male clients[1]	148.3	45.0	3.4	42.2	32.6	24.2	22.4	231.7	6.5	2.9	232.1	
Total of female module enrolments	846.6	114.5	11.7	82.4	100.3	104.0	55.8	1,315.3	39.6	21.4	1,376.2	195.1
% of female module enrolments	61.5	8.3	0.9	6.0	7.3	7.6	4.1	95.5	2.9	1.6	100.0	
Number of female clients[1]	109.9	29.4	3.8	50.4	22.7	23.5	23.1	194.2	6.7	3.6	195.1	

---

[1] Some clients undertake modules in more than one discipline group, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 20 Module annual hours ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total
	All module Annual Hours ('000)										
Humanities	3,707	666	39	558	546	769	324	6,608	184	0	6,793
Social studies	1,003	147	16	84	105	223	53	1,632	69	0	1,701
Education	433	99	4	50	83	87	48	804	18	0	823
Sciences	1,587	341	17	96	219	251	115	2,626	102	0	2,728
Maths, computing	5,233	1,189	46	593	375	1,018	479	8,933	238	0	9,170
Visual/performing arts	2,557	425	10	148	81	328	152	3,702	70	0	3,771
Engineering, processing	7,464	1,609	45	231	1,048	620	523	11,542	565	0	12,106
Health sciences	3,882	416	54	121	579	364	169	5,586	202	0	5,788
Admin, business, economics, law	10,284	1,877	155	395	1,209	1,529	664	16,114	541	0	16,655
Built environment	3,327	482	11	185	462	294	101	4,861	41	0	4,901
Agriculture, renewable Resources	1,825	268	37	140	430	173	116	2,987	61	0	3,048
Hospitality tourism & personal services	4,051	779	117	132	654	469	151	6,353	91	0	6,444
Social education & employment skills	5,507	1,174	124	2,229	1,495	1,225	479	12,233	252	0	12,485
Total of all module annual hours	50,861	9,471	675	4,963	7,286	7,349	3,375	83,980	2,434	0	86,413
% of all module annual hours	58.9	11.0	0.8	5.7	8.4	8.5	3.9	97.2	2.8	0.0	100.0
Total of male module annual hours	26,892	5,853	313	2,295	4,216	3,683	1,900	45,153	1,375	0	46,527
% of male module annual hours	57.8	12.6	0.7	4.9	9.1	7.9	4.1	97.0	3.0	0.0	100.0
Total of female module annual hours	23,919	3,610	362	2,653	3,025	3,642	1,467	38,677	1,058	0	39,735
% of female module annual hours	60.2	9.1	0.9	6.7	7.6	9.2	3.7	97.3	2.7	0.0	100.0

TABLE 21 Module enrolments and module annual hours ('000) in vocational programs by funding source by sex

	Module enrolments ('000)				Module annual hours ('000)			
Funding sources	Males	Females	All clients	%	Males	Females	All clients	%
01 Commonwealth and state recurrent	1,348.1	1,211.9	2,563.4	85.3	39,508	35,157	74,798	86.6
02 Commonwealth and state specific	43.4	24.0	67.5	2.2	1,092	637	1,730	2.0
03 Fee for service	232.5	140.3	373.4	12.4	5,927	3,941	9,886	11.4
Not stated	0.0	0.0	0.0	0.0	0	0	0	0.0
Total all funding sources	1,623.9	1,376.2	3,004.3	100.0	46,527	39,735	86,413	100.0
% of all funding sources	54.1	45.8	100.0		53.8	46.0	100.0	

Australian Vocational Education & Training Statistics 1998

QUEENSLAND

- 260,000 Clients
- 140,800 Males
- 118,300 Females

- 388,000 Course Enrolments
- 209,200 Male Course Enrolments
- 178,000 Female Course Enrolments

- 2,143,800 Module enrolments (56.3 million hours of training)
- 1,083,100 Male Module Enrolments (29.6 million hours of training)
- 1,055,300 Female Module Enrolments (26.8 million hours of training)

TABLE 15 Course enrolments ('000) by streams 2100-4500 by field of study by sex

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
Basic employment skills	0.9	0.2	1.2	1.5	0.8	11.3	4.3	0.0	0.2	(a)	0.5	24.5	45.5	40.2
Educational preparation	(a)	(a)	9.3	0.2	(a)	0.1	1.5	0.0	0.2	0.0	0.0	40.1	51.5	43.9
Operatives: initial	2.8	2.5	1.1	6.2	0.8	1.9	3.8	(a)	9.9	0.3	8.8	5.1	43.3	33.5
Recognised trade: part exempt	(a)	3.6	0.0	0.2	0.0	8.3	(a)	0.0	0.0	0.0	3.3	0.1	15.7	14.2
Recognised trade: complete	0.4	4.5	(a)	0.0	0.0	9.8	2.5	0.0	0.0	0.0	4.7	0.0	21.8	21.2
Other skills: part exemption	2.0	0.0	4.1	26.4	2.3	5.0	14.8	0.0	3.2	0.1	3.8	(a)	61.7	56.5
Other skills: complete	6.1	1.2	1.4	9.3	6.5	3.1	5.8	1.5	0.2	(a)	12.7	0.0	47.8	44.8
Trade technician/supervisory	0.4	1.0	0.4	5.9	5.5	5.9	1.3	0.0	0.1	(a)	1.7	0.2	22.3	21.4
Para-professional technician	0.1	0.0	0.7	3.0	0.2	(a)	2.3	1.5	0.1	0.0	0.2	0.0	7.9	7.7
Para-prof. higher technician	0.7	1.9	2.2	14.8	0.1	4.3	6.1	2.3	1.5	0.0	4.5	0.2	38.7	34.3
Professional	(a)	0.1	(a)	5.1	0.0	0.0	1.6	0.1	(a)	0.0	0.0	(a)	7.0	6.5
Operatives: post initial	0.1	1.8	(a)	0.4	0.8	0.2	0.6	0.1	0.0	0.0	0.2	6.4	10.6	10.1
Trades/other skills	0.9	1.4	0.1	0.5	1.7	1.4	0.3	0.1	0.7	(a)	0.9	(a)	7.9	7.4
Trade tech/super : post initial	(a)	0.1	(a)	0.4	0.0	2.1	0.1	0.0	0.0	0.0	(a)	0.0	2.9	2.8
Para-prof. tech: post initial	0.0	0.0	0.0	0.0	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.0	(a)	(a)
Para-prof. high tech: post initial	(a)	0.0	0.0	0.0	0.2	0.0	(a)	(a)	3.2	0.0	(a)	0.0	3.4	3.4
Total of all course enrolments	14.4	18.3	20.6	74.0	19.0	53.5	45.0	5.6	19.3	0.5	41.3	76.6	388.0	260.0
% of all course enrolments	3.7	4.7	5.3	19.1	4.9	13.8	11.6	1.4	5.0	0.1	10.6	19.8	100.0	
Number of all clients[1]	12.5	15.9	17.1	60.7	16.4	46.2	40.5	4.2	13.2	0.5	37.0	60.8	260.0	
Total of male course enrolments	10.8	16.8	7.7	27.1	7.6	49.4	17.6	2.7	12.0	0.1	17.3	40.1	209.2	140.8
% of male course enrolments	5.2	8.0	3.7	12.9	3.6	23.6	8.4	1.3	5.7	0.0	8.3	19.2	100.0	
Number of male clients[1]	9.4	14.5	6.4	22.6	6.5	42.4	16.3	2.1	8.2	0.1	15.7	32.0	140.8	
Total of female course enrolments	3.6	1.5	12.8	46.8	11.4	4.0	27.1	2.8	7.3	0.4	23.9	36.4	178.0	118.3
% of female course enrolments	2.0	0.8	7.2	26.3	6.4	2.2	15.2	1.6	4.1	0.2	13.4	20.5	100.0	
Number of female clients[1]	3.1	1.4	10.7	38.0	9.8	3.7	23.9	2.0	5.0	0.4	21.2	28.7	118.3	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and stream, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 16 Course annual hours ('000) by streams 2100-4500 and field of study

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed.	Total
	All course annual hours ('000)												
Basic employment skills	46	12	89	97	25	305	332	0	2	1	22	2,603	3,535
Educational preparation	1	1	1,864	69	2	28	29	0	9	0	0	2,708	4,710
Operatives: initial	482	223	149	472	56	223	712	1	740	50	820	689	4,618
Recognised trade: part exempt	6	1,075	0	73	0	2,798	0	0	0	0	1,031	4	4,986
Recognised trade: complete	83	1,150	2	0	0	2,767	586	0	0	0	1,345	0	5,934
Other skills: part exemption	321	0	579	3,364	69	693	621	0	275	40	715	20	6,699
Other skills: complete	1,317	158	120	2,466	663	283	1,196	7	73	1	2,658	0	8,942
Trade technician/supervisory	214	196	108	1,260	784	630	262	0	8	9	455	16	3,942
Para-professional technician	34	0	225	215	40	3	387	36	36	0	23	0	1,000
Para-prof. higher technician	246	452	872	1,937	55	690	1,813	539	284	0	1,512	76	8,476
Professional	2	22	3	887	0	0	627	10	4	0	0	3	1,558
Operatives: post initial	89	57	38	10	117	8	5	1	0	0	40	422	788
Trades/other skills	48	70	3	7	45	51	9	3	22	0	65	1	325
Trade tech/super : post initial	8	7	5	37	0	160	6	0	0	0	2	0	225
Para-prof. tech: post initial	0	0	0	0	0	0	2	0	0	0	0	0	2
Para-prof. high tech: post initial	0	0	0	0	11	0	40	(a)	741	0	3	0	795
Total of all course annual hours for streams 2100-4500	2,899	3,424	4,057	10,894	1,868	8,640	6,628	597	2,194	101	8,692	6,542	56,536
% of all course annual hours for streams 2100-4500	5.1	6.1	7.2	19.3	3.3	15.3	11.7	1.1	3.9	0.2	15.4	11.6	100.0
All module only hours													0
Total all annual hours													56,536

(a) Represents figures in the range 1 and 49.

TABLE 17 Course annual hours ('000) by streams 2100-4500 by qualification and field of study

Qualification	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed	Total
	All course annual hours ('000)												
RATE courses	425	2,188	357	367	256	3,348	649	35	34	54	1,094	1,463	10,270
AQF courses:													
Senior secondary	0	0	0	0	0	0	0	0	0	0	0	0	0
Certificate I	186	193	363	186	6	2,590	36	0	204	0	571	2,010	6,345
Certificate II	769	65	846	2,400	0	758	550	0	513	5	3,673	600	10,178
Certificate III	946	216	1,087	3,554	553	517	2,265	8	347	41	1,738	(a)	11,270
Certificate IV	265	252	607	1,458	936	346	576	10	160	0	119	1,028	5,757
Diploma	259	343	611	2,233	55	382	2,203	539	840	0	1,446	74	8,985
Advanced diploma	2	132	150	591	0	673	235	0	74	0	1	0	1,857
Bachelor's degree	0	0	0	0	0	0	0	0	0	0	0	0	0
AQF sub-total	2,428	1,200	3,664	10,422	1,550	5,266	5,864	556	2,137	46	7,548	3,711	44,393
Other qualifications	0	0	2	0	0	0	11	0	0	0	0	0	13
Not applicable – non award	46	36	34	106	62	26	104	6	23	1	50	1,367	1,861
Total of all course annual hours for streams 2100-4500	2,899	3,424	4,057	10,894	1,868	8,640	6,628	597	2,194	101	8,692	6,542	56,536
% of all course annual hours for streams 2100-4500	5.1	6.1	7.2	19.3	3.3	15.3	11.7	1.1	3.9	0.2	15.4	11.6	100.0
All module only hours													0
Total all annual hours													56,536

(a) Represents figures in the range 1 and 49.

TABLE 18 Course enrolments ('000) in streams 2100-4500 by qualification by field of study by sex

Field of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
RATE courses	3.171	10.886	2.618	3.66	5.678	23.496	6.588	2.971	0.642	0.302	5.717	19.102	84.831	75.43
AQF courses:														
Senior secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Certificate I	1.4	1.3	1.9	2.2	0.2	8.4	2.8	0.0	3.7	0.0	6.3	18.5	46.6	39.0
Certificate II	4.1	0.6	4.0	11.4	0.0	5.0	12.3	0.0	5.9	(a)	16.2	4.8	64.4	58.4
Certificate III	2.8	0.8	6.4	24.9	5.1	3.4	8.1	(a)	3.4	0.1	7.1	(a)	62.3	59.3
Certificate IV	0.4	1.2	2.6	7.2	6.4	3.0	2.7	0.1	1.1	0.0	1.1	2.1	27.8	26.7
Diploma	0.7	1.4	1.4	16.1	0.1	4.7	7.7	2.3	3.4	0.0	3.8	0.1	41.9	37.3
Advanced diploma	(a)	0.5	0.2	3.8	0.0	4.2	0.4	0.0	0.4	0.0	(a)	0.0	9.4	8.8
Bachelor's degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AQF sub-total	9.5	5.9	16.5	65.5	11.8	28.8	34.0	2.4	17.8	0.2	34.5	25.6	252.5	0.0
Other qualifications	0.0	0.0	(a)	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.5	0.5
Not applicable – non award	1.8	1.5	1.4	4.8	1.4	1.2	3.9	0.2	0.8	(a)	1.1	32.0	50.2	46.8
Total of all course enrolments	14.4	18.3	20.6	74.0	19.0	53.5	45.0	5.6	19.3	0.5	41.3	76.6	388.0	260.0
% of all course enrolments	3.7	4.7	5.3	19.1	4.9	13.8	11.6	1.4	5.0	0.1	10.6	19.8	100.0	
Number of all clients[1]	12.5	15.9	17.1	60.7	16.4	46.2	40.5	4.2	13.2	0.5	37.0	60.8	260.0	
Total of male course enrolments	10.8	16.8	7.7	27.1	7.6	49.4	17.6	2.7	12.0	0.1	17.3	40.1	209.2	140.8
% of male course enrolments	5.2	8.0	3.7	12.9	3.6	23.6	8.4	1.3	5.7	0.0	8.3	19.2	100.0	
Number of male clients[1]	9.4	14.5	6.4	22.6	6.5	42.4	16.3	2.1	8.2	0.1	15.7	32.0	140.8	
Total of female course enrolments	3.6	1.5	12.8	46.8	11.4	4.0	27.1	2.8	7.3	0.4	23.9	36.4	178.0	118.3
% of female course enrolments	2.0	0.8	7.2	26.3	6.4	2.2	15.2	1.6	4.1	0.2	13.4	20.5	100.0	
Number of female clients[1]	3.1	1.4	10.7	38.0	9.8	3.7	23.9	2.0	5.0	0.4	21.2	28.7	118.3	

(a) Represents figures in the range 1 and 49

---

[1] Some clients undertake courses in more than one field of study and qualification category, for this reason the sum of the client enrolments is greater than the total number of clients

TABLE 19 Module enrolments ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total	Clients
	All module enrolments ('000)											
Humanities	64.5	12.5	(a)	3.2	22.7	4.8	16.3	124.0	1.1	0.1	125.2	68.4
Social studies	7.5	1.6	0.0	0.1	1.3	0.4	0.4	11.2	(a)	(a)	11.2	6.9
Education	19.0	6.0	0.1	29.7	8.7	1.4	5.0	69.9	0.3	0.0	70.2	37.2
Sciences	24.3	4.0	0.1	0.8	6.7	1.8	4.2	41.9	0.3	(a)	42.2	27.7
Maths, computing	121.6	35.9	(a)	5.0	42.5	5.9	18.5	229.4	1.4	0.1	230.9	72.0
Visual/performing arts	32.4	8.6	0.0	0.8	0.7	1.8	0.7	45.0	0.1	0.0	45.1	10.1
Engineering, processing	131.8	15.3	(a)	1.6	23.0	2.8	19.3	193.9	1.5	(a)	195.4	50.3
Health sciences	166.7	14.9	0.1	1.0	32.2	4.2	20.6	239.6	1.0	0.1	240.7	82.2
Admin, business, economics, law	253.2	50.3	0.2	13.2	96.2	13.9	79.8	506.7	3.8	0.2	510.8	103.1
Built environment	47.5	7.0	(a)	0.6	9.9	1.6	5.3	71.8	0.2	(a)	72.1	16.8
Agriculture, renewable resources	51.5	9.8	(a)	0.9	15.0	2.2	9.8	89.4	1.5	0.5	91.4	13.3
Hospitality tourism & personal services	123.5	20.8	0.5	3.0	22.5	6.0	12.0	188.4	0.8	0.1	189.3	29.8
Social Education & Employment Skills	117.7	43.1	0.2	88.6	30.1	9.9	28.4	318.0	1.2	0.1	319.2	117.0
Total of all module enrolments	1,161.0	229.9	1.2	148.5	311.5	56.8	220.2	2,129.2	13.4	1.3	2,143.8	260.0
% of all module enrolments	54.2	10.7	0.1	6.9	14.5	2.6	10.3	99.3	0.6	0.1	100.0	
Number of all clients[1]	175.2	61.1	0.2	66.3	43.4	13.0	26.3	259.7	2.6	0.2	260.0	
Total of male module enrolments	600.0	122.8	0.6	77.8	148.6	25.6	100.2	1,075.5	7.0	0.6	1,083.1	140.8
% of male module enrolments	55.4	11.3	0.1	7.2	13.7	2.4	9.3	99.3	0.6	0.1	100.0	
Number of male clients[1]	97.8	31.3	0.1	35.8	19.1	5.9	13.1	140.6	1.2	0.1	140.8	
Total of female module enrolments	558.7	107.1	0.6	70.6	162.2	31.0	118.1	1,048.3	6.4	0.6	1,055.3	118.3
% of female module enrolments	52.9	10.1	0.1	6.7	15.4	2.9	11.2	99.3	0.6	0.1	100.0	
Number of female clients[1]	76.9	29.7	0.1	30.5	24.3	7.1	12.9	118.3	1.4	0.1	118.3	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake modules in more than one discipline group, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 20 Module annual hours ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total
	All module Annual Hours ('000)										
Humanities	1,822	391	1	161	644	230	444	3,693	28	2	**3,724**
Social studies	330	70	0	12	47	21	13	493	1	(a)	**494**
Education	605	201	1	609	348	63	123	1,950	8	0	**1,958**
Sciences	605	131	0	62	223	91	99	1,212	6	1	**1,219**
Maths, computing	2,453	795	1	143	734	220	416	4,762	33	1	**4,796**
Visual/performing arts	1,370	351	0	86	27	107	12	1,953	7	0	**1,960**
Engineering, processing	4,730	657	0	74	783	118	595	6,957	50	1	**7,009**
Health sciences	2,500	300	1	29	691	110	466	4,097	16	2	**4,115**
Admin, business, economics, law	5,926	1,379	2	384	2,366	398	1,871	12,326	87	4	**12,417**
Built environment	1,776	314	1	27	347	69	217	2,751	12	0	**2,763**
Agriculture, renewable Resources	1,287	251	1	31	335	61	252	2,218	33	20	**2,271**
Hospitality tourism & personal services	2,675	523	8	119	564	150	332	4,372	16	3	**4,391**
Social education & employment skills	3,456	1,832	5	1,777	929	423	972	9,394	24	1	**9,419**
Total of all module annual hours	29,537	7,196	21	3,514	8,039	2,060	5,812	56,179	322	36	56,536
% of all module annual hours	52.2	12.7	0.0	6.2	14.2	3.6	10.3	99.4	0.6	0.1	100.0
Total of male module annual hours	16,046	3,879	10	1,969	3,834	976	2,734	29,448	179	22	29,650
% of male module annual hours	54.1	13.1	0.0	6.6	12.9	3.3	9.2	99.3	0.6	0.1	100.0
Total of female module annual hours	13,444	3,316	10	1,540	4,187	1,079	3,028	26,603	141	14	26,758
% of female module annual hours	50.2	12.4	0.0	5.8	15.6	4.0	11.3	99.4	0.5	0.1	100.0

(a) Represents figures in the range 1 and 49.

TABLE 21 Module enrolments and module annual hours ('000) in vocational programs by funding source by sex

	Module enrolments ('000)				Module annual hours ('000)			
Funding sources	Males	Females	All clients	%	Males	Females	All clients	%
01 Commonwealth and state recurrent	846.6	827.1	1,679.1	78.3	24,013	21,898	46,040	81.4
02 Commonwealth and state specific	17.6	26.3	43.9	2.0	647	949	1,596	2.8
03 Fee for service	218.9	201.9	420.8	19.6	4,990	3,910	8,900	15.7
Not stated	0.0	0.0	0.0	0.0	0	0	0	0.0
Total all funding sources	1,083.1	1,055.3	2,143.8	100.0	29,650	26,758	56,536	100.0
% of all funding sources	50.5	49.2	100.0		52.4	47.3	100.0	

Australian
Vocational
Education
&
Training Statistics 1998

WESTERN AUSTRALIA

- 115,000 Clients
- 61,000 Males
- 53,900 Females

- 140,700 Course Enrolments
- 73,500 Male Course Enrolments
- 67,100 Female Course Enrolments

- 876,400 Module enrolments (28.2 million hours of training)
- 461,000 Male Module Enrolments (15.3 million hours of training)
- 415,100 Female Module Enrolments (12.9 million hours of training)

TABLE 15 Course enrolments ('000) by streams 2100-4500 by field of study by sex

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
Basic employment skills	0.4	0.1	1.2	0.1	0.4	0.5	0.1	0.0	(a)	0.0	0.1	8.1	11.1	10.2
Educational preparation	(a)	0.0	1.8	0.2	0.2	0.0	0.1	0.0	0.0	0.0	0.0	7.7	10.0	8.7
Operatives: initial	2.2	0.3	0.3	1.1	(a)	3.7	2.8	0.1	9.0	0.1	2.5	7.5	29.6	27.6
Recognised trade: part exempt	(a)	0.9	0.0	0.0	0.0	1.1	(a)	0.0	0.0	0.0	0.2	0.0	2.3	2.2
Recognised trade: complete	0.3	2.2	(a)	0.0	0.0	8.0	0.1	0.0	0.0	0.0	2.0	0.0	12.6	11.6
Other skills: part exemption	0.5	(a)	0.2	0.9	0.2	0.2	0.2	0.2	0.6	0.0	1.1	(a)	4.0	4.0
Other skills: complete	5.0	0.2	3.4	9.5	1.9	2.1	1.3	(a)	1.0	0.3	2.3	0.1	27.1	24.7
Trade technician/supervisory	0.1	0.7	1.6	0.5	0.0	3.5	0.8	(a)	0.4	0.0	0.9	0.9	9.5	9.0
Para-professional technician	0.1	1.8	3.3	11.7	(a)	2.3	4.0	0.6	0.8	0.1	0.9	(a)	25.5	22.3
Para-prof. higher technician	0.1	0.0	1.8	0.3	0.0	0.7	0.0	0.2	1.4	0.0	1.0	0.0	5.4	4.8
Professional	0.0	0.0	0.5	0.1	0.0	0.0	0.0	0.0	(a)	0.0	0.0	0.0	0.7	0.5
Operatives: post initial	(a)	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1
Trades/other skills	0.0	(a)	0.0	0.0	0.0	1.6	0.0	0.0	(a)	0.0	0.0	0.0	1.6	1.6
Trade tech/super : post initial	0.0	0.1	0.1	0.0	(a)	0.1	0.0	0.0	0.0	0.0	(a)	0.0	0.3	0.3
Para-prof. tech: post initial	0.0	0.0	0.0	0.0	0.0	0.4	0.4	0.0	0.0	0.0	0.0	0.0	0.8	0.8
Para-prof. high tech: post initial	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	(a)	0.0	(a)	(a)
Total of all course enrolments	8.8	6.2	14.2	24.3	2.8	24.3	9.8	1.1	13.1	0.5	11.0	24.5	140.7	115.0
% of all course enrolments	6.2	4.4	10.1	17.3	2.0	17.3	7.0	0.8	9.3	0.4	7.9	17.4	100.0	
Number of all clients[1]	7.8	5.5	12.5	21.1	2.6	20.2	8.7	1.0	11.5	0.5	9.8	22.2	115.0	
Total of male course enrolments	6.0	5.7	4.9	7.8	0.6	22.1	1.9	0.8	6.7	(a)	4.8	12.3	73.5	61.0
% of male course enrolments	8.1	7.8	6.7	10.6	0.8	30.0	2.5	1.1	9.0	0.1	6.5	16.8	100.0	
Number of male clients[1]	5.3	5.1	4.4	6.8	0.5	18.3	1.7	0.8	5.8	(a)	4.3	11.6	61.0	
Total of female course enrolments	2.8	0.5	9.3	16.6	2.2	2.2	8.0	0.3	6.5	0.5	6.3	12.1	67.1	53.9
% of female course enrolments	4.2	0.7	13.8	24.7	3.3	3.3	11.9	0.4	9.6	0.8	9.3	18.1	100.0	
Number of female clients[1]	2.4	0.4	8.1	14.2	2.1	1.9	7.0	0.2	5.8	0.4	5.5	10.6	53.9	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and stream, for this reason the sum of the client enrolments is greater than the total number of clients.

WA

TABLE 16 Course annual hours ('000) by streams 2100-4500 and field of study

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed.	Total
	All course annual hours ('000)												
Basic employment skills	67	24	121	22	13	80	6	0	2	0	24	1,278	1,637
Educational preparation	1	0	453	94	41	0	11	0	0	0	0	1,581	2,180
Operatives: initial	294	53	104	218	8	839	544	52	868	37	477	292	3,786
Recognised trade: part exempt	24	651	0	0	0	577	2	0	0	0	128	0	1,383
Recognised trade: complete	55	502	9	0	0	1,956	14	0	0	0	367	0	2,904
Other skills: part exemption	113	5	55	64	23	53	67	52	88	0	352	9	880
Other skills: complete	803	34	607	1,332	317	437	286	(a)	225	43	677	30	4,791
Trade technician/supervisory	11	118	357	125	0	731	199	2	85	0	406	14	2,048
Para-professional technician	8	479	666	2,192	1	659	1,296	183	275	19	286	11	6,074
Para-prof. higher technician	21	0	636	59	0	248	0	31	395	0	292	0	1,681
Professional	0	0	365	12	0	0	0	0	(a)	0	0	0	377
Operatives: post initial	0	0	0	0	0	29	0	0	0	0	0	0	29
Trades/other skills	0	3	0	0	0	114	0	0	0	0	0	0	117
Trade tech/super : post initial	0	8	20	0	0	6	0	0	0	0	0	0	34
Para-prof. tech: post initial	0	0	0	0	0	93	172	0	0	0	0	0	264
Para-prof. high tech: post initial	0	0	0	0	0	0	0	0	0	0	16	0	16
Total of all course annual hours for streams 2100-4500	1,397	1,877	3,393	4,116	402	5,821	2,596	320	1,940	98	3,025	3,216	28,200
% of all course annual hours for streams 2100-4500	5.0	6.7	12.0	14.6	1.4	20.6	9.2	1.1	6.9	0.3	10.7	11.4	100.0
All module only hours													0
Total all annual hours													28,200

(a) Represents figures in the range 1 and 49.

TABLE 17 Course annual hours ('000) by streams 2100-4500 by qualification and field of study

Qualification	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed	Total
	All course annual hours ('000)												
RATE courses	152	595	761	840	13	2,314	1,185	31	43	55	164	1,581	7,734
AQF courses:													
Senior secondary	0	0	0	0	0	0	0	0	0	0	0	0	0
Certificate I	99	68	64	132	14	538	11	0	0	0	118	771	1,816
Certificate II	520	477	127	388	18	307	182	0	352	43	847	11	3,272
Certificate III	488	186	426	647	281	1,146	577	104	578	0	863	3	5,300
Certificate IV	81	61	752	223	61	456	325	38	323	0	443	14	2,777
Diploma	32	462	664	1,036	0	601	272	147	642	0	534	20	4,409
Advanced diploma	0	0	279	807	0	101	0	0	0	0	19	0	1,207
Bachelor's degree	0	0	0	0	0	0	0	0	0	0	0	0	0
AQF sub-total	1,221	1,254	2,312	3,233	374	3,149	1,367	289	1,895	43	2,824	819	18,780
Other qualifications	12	21	229	27	15	310	40	0	1	0	34	341	1,029
Not applicable – non award	12	7	91	16	0	48	4	0	1	0	3	475	657
Total of all course annual hours for streams 2100-4500	1,397	1,877	3,393	4,116	402	5,821	2,596	320	1,940	98	3,025	3,216	28,200
% of all course annual hours for streams 2100-4500	5.0	6.7	12.0	14.6	1.4	20.6	9.2	1.1	6.9	0.3	10.7	11.4	100.0
All module only hours													0
Total all annual hours													28,200

WA

TABLE 18 Course enrolments ('000) in streams 2100-4500 by qualification by field of study by sex

	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
Field of study	**All course enrolments ('000)**													
RATE courses	1.6	2.1	4.2	6.3	0.1	9.3	3.5	0.2	0.5	0.2	0.9	7.5	36.5	33.5
AQF courses:														
Senior secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Certificate I	0.5	0.2	0.4	0.4	0.1	2.5	0.2	0.0	0.0	0.0	0.6	3.2	8.2	8.0
Certificate II	2.6	0.7	0.7	1.8	0.1	1.2	1.1	0.0	4.3	0.3	3.2	0.1	16.0	15.4
Certificate III	2.8	0.9	2.5	4.6	1.9	4.5	2.9	0.3	4.8	0.0	3.4	0.1	28.6	27.0
Certificate IV	0.6	0.3	2.7	1.5	0.4	2.2	1.1	0.3	1.5	0.0	1.1	0.1	11.9	11.2
Diploma	0.1	1.7	1.7	5.1	0.0	1.8	0.9	0.3	2.0	0.0	1.5	(a)	15.3	13.9
Advanced diploma	0.0	0.0	0.3	3.5	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.0	4.0	3.7
Bachelor's degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AQF sub-total	6.7	3.8	8.3	17.0	2.4	12.5	6.1	0.9	12.6	0.3	9.8	3.4	83.9	0.0
Other qualifications	0.1	0.2	0.7	0.2	0.3	2.0	0.2	0.0	(a)	0.0	0.3	2.1	6.0	5.9
Not applicable – non award	0.4	0.1	1.0	0.8	0.0	0.6	0.1	0.0	(a)	0.0	(a)	11.4	14.3	14.1
Total of all course enrolments	8.8	6.2	14.2	24.3	2.8	24.3	9.8	1.1	13.1	0.5	11.0	24.5	140.7	115.0
% of all course enrolments	6.2	4.4	10.1	17.3	2.0	17.3	7.0	0.8	9.3	0.4	7.9	17.4	100.0	
Number of all clients[1]	7.8	5.5	12.5	21.1	2.6	20.2	8.7	1.0	11.5	0.5	9.8	22.2	115.0	
Total of male course enrolments	6.0	5.7	4.9	7.8	0.6	22.1	1.9	0.8	6.7	(a)	4.8	12.3	73.5	61.0
% of male course enrolments	8.1	7.8	6.7	10.6	0.8	30.0	2.5	1.1	9.0	0.1	6.5	16.8	100.0	
Number of male clients[1]	5.3	5.1	4.4	6.8	0.5	18.3	1.7	0.8	5.8	(a)	4.3	11.6	61.0	
Total of female course enrolments	2.8	0.5	9.3	16.6	2.2	2.2	8.0	0.3	6.5	0.5	6.3	12.1	67.1	53.9
% of female course enrolments	4.2	0.7	13.8	24.7	3.3	3.3	11.9	0.4	9.6	0.8	9.3	18.1	100.0	
Number of female clients[1]	2.4	0.4	8.1	14.2	2.1	1.9	7.0	0.2	5.8	0.4	5.5	10.6	53.9	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and qualification category, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 19 Module enrolments ('000) in vocational programs by discipline group by module result by sex

	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total	Clients
Discipline Group	**All module enrolments ('000)**											
Humanities	31.1	4.7	(a)	0.8	5.1	5.2	4.2	51.1	0.7	5.5	57.3	32.1
Social studies	5.1	0.4	0.0	0.3	0.6	0.6	0.2	7.3	0.1	0.2	7.6	2.9
Education	2.0	0.1	0.0	1.3	0.3	0.2	0.3	4.3	(a)	0.1	4.5	3.4
Sciences	12.3	1.7	(a)	0.2	2.8	1.8	1.6	20.3	(a)	1.3	21.7	9.8
Maths, computing	70.1	13.6	(a)	1.8	6.9	12.3	6.5	111.3	0.4	10.4	122.1	37.4
Visual/performing arts	28.9	3.2	0.1	1.1	1.9	3.3	0.8	39.4	(a)	1.7	41.1	9.1
Engineering, processing	83.5	8.6	(a)	3.2	11.4	6.6	5.8	119.1	0.4	6.2	125.7	26.0
Health sciences	58.6	6.5	(a)	1.8	9.6	6.3	5.3	88.1	0.6	3.8	92.5	32.0
Admin, business, economics, law	82.8	10.5	0.1	4.5	13.8	14.6	10.2	136.6	1.4	11.8	149.8	37.1
Built environment	25.9	2.6	(a)	1.1	3.5	3.1	1.5	37.8	0.3	3.2	41.2	9.0
Agriculture, renewable resources	24.4	3.3	(a)	0.6	8.0	3.0	2.6	42.0	0.2	1.0	43.2	10.2
Hospitality tourism & personal services	47.3	4.1	(a)	0.3	11.5	5.4	5.9	74.5	0.2	3.3	78.0	10.8
Social Education & Employment Skills	39.3	11.2	(a)	12.6	7.5	8.4	9.0	88.0	0.5	3.1	91.6	40.3
Total of all module enrolments	511.3	70.7	0.3	29.7	83.1	70.6	54.2	819.8	5.0	51.6	876.4	115.0
% of all module enrolments	58.3	8.1	0.0	3.4	9.5	8.1	6.2	93.5	0.6	5.9	100.0	
Number of all clients[1]	71.5	23.5	0.1	17.1	19.5	20.9	17.0	113.6	1.6	7.8	115.0	
Total of male module enrolments	262.7	36.9	0.2	16.4	50.6	33.4	30.3	430.4	2.8	27.8	461.0	61.0
% of male module enrolments	57.0	8.0	0.0	3.6	11.0	7.2	6.6	93.3	0.6	6.0	100.0	
Number of male clients[1]	37.6	12.0	0.1	10.1	11.6	9.8	9.2	60.2	0.9	4.0	61.0	
Total of female module enrolments	248.5	33.8	0.2	13.3	32.4	37.2	23.8	389.2	2.2	23.8	415.1	53.9
% of female module enrolments	59.9	8.1	0.0	3.2	7.8	9.0	5.7	93.7	0.5	5.7	100.0	
Number of female clients[1]	33.9	11.5	0.1	7.0	7.9	11.1	7.8	53.3	0.7	3.8	53.9	

(a) Represents figures in the range 1 and 49

---

[1] Some clients undertake modules in more than one discipline group, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 20 Module annual hours ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total
	All module Annual Hours ('000)										
Humanities	956	214	0	33	169	179	179	1,731	21	182	1,934
Social studies	244	23	0	7	35	25	8	343	13	6	362
Education	74	6	0	50	13	10	22	176	1	5	182
Sciences	376	67	0	11	52	67	38	611	1	54	666
Maths, computing	1,675	409	1	43	180	326	165	2,798	12	252	3,062
Visual/performing arts	1,461	159	7	51	83	163	33	1,957	2	73	2,032
Engineering, processing	2,984	329	1	151	390	262	187	4,304	15	234	4,553
Health sciences	1,597	185	1	23	233	169	150	2,358	31	86	2,476
Admin, business, economics, law	2,160	318	2	111	348	402	275	3,615	63	402	4,080
Built environment	1,111	127	0	63	121	156	67	1,646	15	162	1,823
Agriculture, renewable Resources	656	101	1	22	131	86	57	1,053	7	29	1,089
Hospitality tourism & personal services	1,245	122	1	13	236	155	117	1,889	5	93	1,987
Social education & employment skills	1,312	563	1	815	242	418	504	3,854	26	76	3,956
Total of all module annual hours	15,851	2,622	16	1,393	2,234	2,416	1,802	26,333	213	1,654	28,200
% of all module annual hours	56.2	9.3	0.1	4.9	7.9	8.6	6.4	93.4	0.8	5.9	100.0
Total of male module annual hours	8,497	1,402	8	736	1,366	1,202	996	14,207	120	946	15,272
% of male module annual hours	55.6	9.2	0.1	4.8	8.9	7.9	6.5	93.0	0.8	6.2	100.0
Total of female module annual hours	7,351	1,219	8	657	865	1,214	804	12,118	93	707	12,918
% of female module annual hours	56.9	9.4	0.1	5.1	6.7	9.4	6.2	93.8	0.7	5.5	100.0

TABLE 21 Module enrolments and module annual hours ('000) in vocational programs by funding source by sex

	Module enrolments ('000)				**Module annual hours ('000)**			
Funding sources	Males	Females	All clients	%	Males	Females	All clients	%
01 Commonwealth and state recurrent	417.9	381.1	799.2	91.2	13,597	11,432	25,035	88.8
02 Commonwealth and state specific	11.0	11.8	22.9	2.6	687	726	1,415	5.0
03 Fee for service	32.1	22.2	54.3	6.2	989	760	1,750	6.2
Not stated	0.0	0.0	0.0	0.0	0	0	0	0.0
Total all funding sources	461.0	415.1	876.4	100.0	15,272.4	12,918.0	28,199.9	100.0
% of all funding sources	52.6	47.4	100.0		54.2	45.8	100.0	

Australian
Vocational
Education
&
Training Statistics 1998

SOUTH AUSTRALIA

- 149,200 Clients
- 68,100 Males
- 75,400 Females

- 165,300 Course Enrolments
- 79,200 Male Course Enrolments
- 80,400 Female Course Enrolments

- 805,200 Module enrolments
  (21.5 million hours of training)
- 392,800 Male Module Enrolments
  (10.8 million hours of training)
- 406,500 Female Module Enrolments
  (10.0 million hours of training)

SOUTH AUSTRALIA

TABLE 15 Course enrolments ('000) by streams 2100-4500 by field of study by sex

	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
Stream of study	**All course enrolments ('000)**													
Basic employment skills	0.4	0.3	2.6	1.1	0.8	0.4	1.1	(a)	0.7	(a)	2.7	33.0	43.1	38.3
Educational preparation	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.1	1.0
Operatives: initial	0.8	0.7	0.4	0.5	0.0	1.4	0.5	0.0	0.4	0.1	0.6	19.7	25.1	24.1
Recognised trade: part exempt	0.8	0.5	0.6	0.0	0.1	0.7	0.0	0.0	0.0	0.0	0.9	0.0	3.5	3.4
Recognised trade: complete	1.8	1.2	(a)	0.1	0.0	4.5	(a)	0.0	0.2	0.0	2.0	0.0	9.8	9.4
Other skills: part exemption	2.5	1.8	2.1	14.9	0.8	4.2	6.0	0.2	0.0	0.0	7.9	0.3	40.6	36.4
Other skills: complete	1.0	(a)	0.6	5.7	0.2	1.1	0.7	1.0	1.9	0.1	1.5	0.0	13.8	12.8
Trade technician/supervisory	0.2	0.8	0.9	2.5	2.4	3.0	1.8	0.1	0.9	0.0	0.6	0.0	12.9	12.5
Para-professional technician	(a)	0.0	0.1	0.3	0.0	(a)	0.2	0.0	(a)	0.0	0.3	0.0	0.9	0.9
Para-prof. higher technician	0.2	0.4	0.4	2.6	0.0	1.2	1.4	0.4	2.7	0.1	0.7	0.1	10.1	9.6
Professional	0.0	0.1	0.9	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	3.4	3.2
Operatives: post initial	(a)	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1
Trades/other skills	(a)	(a)	0.1	0.0	0.0	(a)	0.0	0.0	(a)	0.0	0.0	(a)	0.2	0.2
Trade tech/super : post initial	0.0	0.0	0.0	0.1	0.0	(a)	0.1	0.0	0.0	0.0	0.4	0.0	0.6	0.6
Para-prof. tech: post initial	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Para-prof. high tech: post initial	0.0	0.0	(a)	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	(a)	(a)
Total of all course enrolments	7.6	5.8	8.5	29.7	4.2	16.5	11.8	1.7	7.0	0.3	18.0	54.1	165.3	149.2
% of all course enrolments	4.6	3.5	5.2	17.9	2.6	10.0	7.2	1.0	4.2	0.2	10.9	32.7	0.0	
Number of all clients[1]	5.9	4.7	7.3	24.1	3.7	13.5	9.0	1.6	6.4	0.3	14.9	50.5	142.0	
Total of male course enrolments	5.5	5.0	2.3	11.6	2.1	15.0	1.9	1.0	4.1	(a)	7.5	23.2	79.2	68.1
% of male course enrolments	6.9	6.3	2.9	14.6	2.7	18.9	2.4	1.3	5.1	0.1	9.5	29.3	0.0	
Number of male clients[1]	4.2	4.0	1.9	10.0	2.0	12.2	1.5	1.0	3.7	(a)	6.3	21.5	68.3	
Total of female course enrolments	2.1	0.8	6.3	18.1	2.1	1.5	9.9	0.6	2.9	0.3	10.4	25.3	80.4	75.4
% of female course enrolments	2.7	1.0	7.8	22.5	2.6	1.9	12.3	0.8	3.7	0.4	13.0	31.4	0.0	
Number of female clients[1]	1.7	0.7	5.4	14.2	1.7	1.3	7.5	0.6	2.7	0.3	8.6	23.4	68.1	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and stream, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 16 Course annual hours ('000) by streams 2100-4500 and field of study

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed.	Total
	All course annual hours ('000)												
Basic employment skills	49	32	231	109	110	35	165	0	133	4	154	4,055	5,078
Educational preparation	0	0	0	2	0	0	0	0	0	0	0	211	214
Operatives: initial	108	53	61	17	0	101	33	0	6	20	79	456	933
Recognised trade: part exempt	281	183	32	0	3	197	0	0	0	0	413	22	1,130
Recognised trade: complete	503	287	7	11	0	1,159	3	0	13	0	538	0	2,520
Other skills: part exemption	227	146	331	1,052	26	512	721	21	0	0	475	55	3,567
Other skills: complete	152	3	101	962	33	145	175	142	205	27	388	0	2,332
Trade technician/supervisory	34	118	164	258	242	335	238	1	165	0	160	0	1,714
Para-professional technician	0	0	45	30	0	5	44	0	3	0	92	0	219
Para-prof. higher technician	40	125	106	394	0	262	314	45	630	33	336	50	2,334
Professional	0	10	448	375	0	0	0	0	0	0	204	0	1,037
Operatives: post initial	0	0	(a)	0	0	0	0	0	2	0	0	0	2
Trades/other skills	1	1	5	0	0	2	0	0	0	0	0	1	9
Trade tech/super : post initial	0	0	0	3	0	0	12	0	0	0	80	0	95
Para-prof. tech: post initial	0	0	0	0	0	0	0	0	0	0	0	0	0
Para-prof. high tech: post initial	0	0	1	0	0	2	0	0	0	0	0	0	4
Total of all course annual hours for streams 2100-4500	1,395	957	1,533	3,212	413	2,755	1,705	210	1,156	83	2,919	4,850	21,188
% of all course annual hours for streams 2100-4500	0.7	0.5	0.7	1.5	0.2	1.3	0.8	0.1	0.5	(a)	1.4	2.3	100.0
All module only hours													311
Total all annual hours													21,499

(a) Represents figures in the range 1 and 49.

TABLE 17 Course annual hours ('000) by streams 2100-4500 by qualification and field of study

Qualification	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed	Total
	All course annual hours ('000)												
RATE courses	321	211	477	345	1	1,588	72	141	18	16	468	21	3,679
AQF courses:													
Senior secondary	0	0	0	0	0	0	0	0	0	0	0	0	0
Certificate I	36	8	3	24	0	33	0	0	0	0	18	482	604
Certificate II	443	20	28	226	0	341	24	21	21	34	453	644	2,255
Certificate III	317	218	72	361	33	141	734	46	187	(a)	671	119	2,899
Certificate IV	41	69	311	733	249	12	312	1	272	0	238	22	2,260
Diploma	40	131	90	274	0	8	332	0	624	33	125	30	1,688
Advanced diploma	0	(a)	398	403	0	0	0	0	0	0	405	0	1,207
Bachelor's degree	0	0	14	0	0	0	0	0	0	0	0	0	14
AQF sub-total	877	447	916	2,022	282	535	1,401	69	1,104	67	1,911	1,297	10,927
Other qualifications	27	107	8	22	131	150	88	0	13	0	13	1,910	2,469
Not applicable – non award	171	192	132	823	0	482	144	0	20	0	528	1,621	4,115
Total of all course annual hours for streams 2100-4500	1,395	957	1,533	3,212	413	2,755	1,705	210	1,156	83	2,919	4,850	21,188
% of all course annual hours for streams 2100-4500	6.6	4.5	7.2	15.2	2.0	13.0	8.0	1.0	5.5	0.4	13.8	22.9	100.0
All module only hours													311
Total all annual hours													21,499

(a) Represents figures in the range 1 and 49.

TABLE 18 Course enrolments ('000) in streams 2100-4500 by qualification by field of study by sex

Field of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
RATE courses	0.8	1.1	2.5	2.0	(a)	9.2	0.6	1.0	(a)	0.1	1.6	0.1	19.0	18.2
AQF courses:														
Senior secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Certificate I	0.2	0.1	(a)	0.4	0.0	0.2	0.0	0.0	0.0	0.0	0.2	3.7	4.9	4.8
Certificate II	1.8	0.1	0.1	1.9	0.0	0.9	0.2	0.2	0.4	0.1	2.3	3.6	11.4	11.0
Certificate III	1.9	0.9	0.4	2.1	0.2	0.7	4.4	0.4	1.7	(a)	2.9	0.5	16.2	15.5
Certificate IV	0.3	0.4	1.6	5.9	2.4	0.1	2.1	0.1	1.1	0.0	0.7	0.1	14.7	13.9
Diploma	0.2	0.4	0.2	1.8	0.0	(a)	1.4	0.0	2.7	0.1	0.4	(a)	7.2	6.9
Advanced diploma	0.0	(a)	0.9	2.1	0.0	0.0	0.0	0.0	(a)	0.0	0.8	0.0	3.8	3.6
Bachelor's degree	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	(a)	(a)
AQF sub-total	4.3	2.0	3.3	14.3	2.6	2.0	8.0	0.6	5.9	0.2	7.2	7.9	58.2	0.0
Other qualifications	0.2	0.3	0.1	0.4	1.6	1.0	0.5	0.0	(a)	0.0	0.3	15.9	20.3	19.4
Not applicable – non award	2.4	2.5	2.7	13.0	0.0	4.3	2.6	(a)	1.0	0.0	8.9	30.3	67.7	61.6
Total of all course enrolments	7.6	5.8	8.5	29.7	4.2	16.5	11.8	1.7	7.0	0.3	18.0	54.1	165.3	149.2
% of all course enrolments	4.6	3.5	5.2	17.9	2.6	10.0	7.2	1.0	4.2	0.2	10.9	32.7	100.0	
Number of all clients[1]	5.9	4.7	7.3	24.1	3.7	13.5	9.0	1.6	6.4	0.3	14.9	50.5	149.2	
Total of male course enrolments	5.5	5.0	2.3	11.6	2.1	15.0	1.9	1.0	4.1	(a)	7.5	23.2	79.2	68.1
% of male course enrolments	6.9	6.3	2.9	14.6	2.7	18.9	2.4	1.3	5.1	0.1	9.5	29.3	100.0	
Number of male clients[1]	4.2	4.0	1.9	10.0	2.0	12.2	1.5	1.0	3.7	(a)	6.3	21.5	68.1	
Total of female course enrolments	2.1	0.8	6.3	18.1	2.1	1.5	9.9	0.6	2.9	0.3	10.4	25.3	80.4	75.4
% of female course enrolments	2.7	1.0	7.8	22.5	2.6	1.9	12.3	0.8	3.7	0.4	13.0	31	100.0	
Number of female clients[1]	1.7	0.7	5.4	14.2	1.7	1.3	7.5	0.6	2.7	0.3	8.6	23.4	75.4	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and qualification category, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 19 Module enrolments ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total	Clients
	All module enrolments ('000)											
Humanities	29.8	1.6	1.0	1.8	2.4	3.9	9.0	49.4	3.3	0.2	52.9	30.0
Social studies	4.0	0.3	0.1	0.2	0.1	0.6	0.3	5.7	0.4	(a)	6.1	3.5
Education	1.8	0.1	(a)	0.0	0.4	0.1	0.1	2.6	0.1	0.1	2.8	1.9
Sciences	12.8	0.7	0.1	0.2	3.0	3.0	0.3	20.0	1.0	(a)	21.0	8.7
Maths, computing	70.7	7.4	0.8	10.7	3.9	8.2	8.2	109.9	5.0	0.4	115.3	38.8
Visual/performing arts	15.3	1.3	0.1	5.7	0.4	1.7	6.6	31.0	0.6	(a)	31.6	13.1
Engineering, processing	60.0	4.3	0.2	2.3	4.4	2.9	1.1	75.1	6.2	(a)	81.3	22.2
Health sciences	43.4	2.4	0.6	2.3	3.5	3.7	5.9	61.8	6.5	0.5	68.7	25.7
Admin, business, economics, law	98.2	4.7	2.9	3.7	9.3	8.7	8.7	136.3	11.8	0.9	149.0	41.5
Built environment	20.1	1.1	0.1	0.6	0.9	0.8	1.2	24.9	0.3	(a)	25.3	7.1
Agriculture, renewable resources	30.5	1.3	0.4	1.1	5.8	1.5	1.8	42.6	1.9	0.0	44.5	9.1
Hospitality tourism & personal services	46.7	2.5	1.4	4.7	3.9	2.7	27.2	89.1	1.2	0.1	90.3	36.6
Social Education & Employment Skills	64.1	2.7	1.2	18.7	5.7	8.7	8.9	110.0	6.2	0.3	116.5	41.2
Total of all module enrolments	497.5	30.3	8.9	52.0	43.7	46.7	79.4	758.3	44.5	2.4	805.3	149.2
% of all module enrolments	61.8	3.8	1.1	6.5	5.4	5.8	9.9	94.1	5.5	0.3	100.0	
Number of all clients[1]	68.3	10.5	3.7	27.3	11.0	16.7	46.9	146.9	7.9	0.9	149.2	
Total of male module enrolments	255.5	19.1	4.0	18.1	24.4	23.2	26.4	370.6	21.7	0.6	392.8	68.1
% of male module enrolments	65.0	4.9	1.0	4.6	6.2	5.9	6.7	94.3	5.5	0.1	100.0	
Number of male clients[1]	37.2	6.4	1.7	10.0	5.8	7.5	16.6	66.5	4.1	0.2	68.1	
Total of female module enrolments	241.9	11.2	4.9	33.8	19.4	23.5	47.2	381.8	22.9	1.8	406.5	75.4
% of female module enrolments	59.5	2.7	1.2	8.3	4.8	5.8	11.6	93.9	5.6	0.4	100.0	
Number of female clients[1]	31.1	4.1	2.0	17.3	5.2	9.1	24.5	74.7	3.8	0.7	75.4	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake modules in more than one discipline group, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 20 Module annual hours ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total
	All module Annual Hours ('000)										
Humanities	815	37	16	47	75	121	159	1,270	76	4	**1,350**
Social studies	118	10	4	3	3	24	3	166	12	1	**179**
Education	39	2	1	0	8	3	1	54	3	1	**58**
Sciences	324	21	2	5	70	86	9	517	27	0	**544**
Maths, computing	1,449	163	14	127	87	165	100	2,105	110	7	**2,222**
Visual/performing arts	747	51	2	114	21	77	73	1,085	18	0	**1,102**
Engineering, processing	1,917	156	5	58	126	91	23	2,374	183	1	**2,559**
Health sciences	962	55	10	55	103	96	111	1,393	141	9	**1,543**
Admin, business, economics, law	2,361	141	82	74	216	251	138	3,263	299	24	**3,587**
Built environment	685	44	6	13	30	31	20	828	12	(a)	**841**
Agriculture, renewable Resources	687	35	8	20	115	43	19	927	36	0	**963**
Hospitality tourism & personal services	1,215	70	29	73	116	72	1,981	3,555	30	1	**3,586**
Social education & employment skills	1,416	58	29	808	150	249	125	2,834	125	7	**2,967**
Total of all module annual hours	12,733.6	842.8	207.0	1,397.2	1,121.1	1,307.5	2,762.3	20,371.5	1,071.7	56.2	21,499.5
% of all module annual hours	59.2	3.9	1.0	6.5	5.2	6.1	12.8	94.8	5.0	0.3	100.0
Total of male module annual hours	6,812	551	97	505	613	659	985	10,222	560	15	10,797
% of male module annual hours	63.1	5.1	0.9	4.7	5.7	6.1	9.1	94.7	5.2	0.1	100.0
Total of female module annual hours	5,919	291	110	892	509	648	1,113	9,482	512	41	10,035
% of female module annual hours	59.0	2.9	1.1	8.9	5.1	6.5	11.1	94.5	5.1	0.4	100.0

(a) Represents figures in the range 1 and 49

TABLE 21 Module enrolments and module annual hours ('000) in vocational programs by funding source by sex

	Module enrolments ('000)				Module annual hours ('000)			
Funding sources	Males	Females	All clients	%	Males	Females	All clients	%
01 Commonwealth and state recurrent	338.0	340.1	684.0	84.9	9,539	8,602	18,807	**87.5**
02 Commonwealth and state specific	10.3	17.1	27.4	3.4	289	479	768	**3.6**
03 Fee for service	44.6	49.2	93.9	11.7	969	955	1,925	**9.0**
Not stated	0.0	0.0	0.0	0.0	0	0	0	**0.0**
Total all funding sources	392.8	406.5	805.3	100.0	10,797	10,035	21,499	100.0
% of all funding sources	48.8	50.5	100.0		50.2	46.7	100.0	

Australian Vocational Education & Training Statistics 1998

TASMANIA

- 29,000 Clients
- 16,100 Males
- 12,900 Females

- 40,000 Course Enrolments
- 21,700 Male Course Enrolments
- 18,300 Female Course Enrolments

- 236,400 Module enrolments (6.8 million hours of training)
- 125,700 Male Module Enrolments (3.7 million hours of training)
- 110,700 Female Module Enrolments (3.0 million hours of training)

TABLE 15 Course enrolments ('000) by streams 2100-4500 by field of study by sex

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
Basic employment skills	0.1	0.0	0.1	0.2	2.1	0.0	0.0	0.0	0.1	0.0	(a)	0.3	2.8	2.4
Educational preparation	0.0	0.0	(a)	0.1	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.8	0.9	0.9
Operatives: initial	0.7	0.8	0.2	2.2	(a)	1.1	0.9	(a)	0.2	0.0	1.9	0.6	8.8	7.8
Recognised trade: part exempt	(a)	(a)	0.0	0.0	0.0	(a)	0.0	0.0	0.0	0.0	1.4	(a)	1.5	1.4
Recognised trade: complete	0.2	0.5	(a)	0.0	0.0	1.8	0.1	0.0	0.0	0.0	0.8	0.0	3.3	3.0
Other skills: part exemption	0.3	0.0	0.0	(a)	0.3	0.4	0.0	0.1	0.0	0.0	0.3	0.0	1.4	1.3
Other skills: complete	1.1	0.1	0.2	4.5	0.1	2.1	0.9	0.0	0.2	0.0	0.6	0.1	10.0	8.6
Trade technician/supervisory	0.1	0.2	0.1	1.9	0.6	1.0	0.3	0.0	0.2	0.0	0.2	0.0	4.5	3.9
Para-professional technician	0.0	0.0	0.0	0.2	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2
Para-prof. higher technician	0.1	0.1	1.4	0.7	(a)	0.5	0.4	(a)	0.8	0.0	0.3	0.0	4.3	3.7
Professional	0.0	0.0	0.0	0.9	0.0	0.1	0.1	0.0	0.0	0.0	0.2	0.0	1.4	1.3
Operatives: post initial	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	(a)	0.6	0.6	0.6
Trades/other skills	0.0	0.0	(a)	0.0	0.0	0.4	0.0	0.0	(a)	0.0	0.0	0.0	0.4	0.4
Trade tech/super : post initial	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Para-prof. tech: post initial	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Para-prof. high tech: post initial	0.0	0.0	0.0	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	(a)	(a)
Total of all course enrolments	2.6	1.7	2.1	10.7	3.0	7.5	2.7	0.1	1.4	0.0	5.8	2.4	40.0	29.0
% of all course enrolments	6.6	4.2	5.3	26.8	7.5	18.7	6.7	0.3	3.6	0.0	14.4	5.9	100.0	
Number of all clients[1]	2.0	1.5	1.7	8.2	2.7	5.6	2.3	0.1	1.3	0.0	4.7	2.2	29.0	
Total of male course enrolments	2.0	1.5	0.6	3.7	1.7	6.6	1.0	0.1	0.9	0.0	2.6	0.9	21.7	16.1
% of male course enrolments	9.0	7.1	3.0	17.3	7.9	30.3	4.5	0.4	4.3	0.0	12.0	4.1	100.0	
Number of male clients[1]	1.5	1.4	0.5	2.9	1.5	4.9	0.9	0.1	0.9	0.0	2.3	0.8	16.1	
Total of female course enrolments	0.7	0.2	1.5	7.0	1.3	0.9	1.7	(a)	0.5	0.0	3.2	1.5	18.3	12.9
% of female course enrolments	3.6	0.8	8.1	38.0	7.0	4.9	9.3	0.2	2.6	0.0	17.2	8.1	100.0	
Number of female clients[1]	0.5	0.1	1.2	5.3	1.1	0.6	1.4	(a)	0.4	0.0	2.4	1.4	12.9	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and stream, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 16 Course annual hours ('000) by streams 2100-4500 and field of study

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed.	Total
	All course annual hours ('000)												
Basic employment skills	2	0	28	42	95	0	0	0	22	0	1	62	252
Educational preparation	0	0	3	11	0	0	1	0	0	0	0	53	67
Operatives: initial	141	109	96	408	0	195	68	0	72	0	393	224	1,706
Recognised trade: part exempt	2	4	0	0	0	2	0	0	0	0	183	22	213
Recognised trade: complete	44	122	1	0	0	494	21	0	0	0	177	0	858
Other skills: part exemption	28	0	0	2	7	87	0	15	0	0	12	0	150
Other skills: complete	168	14	51	382	0	245	150	0	12	0	171	16	1,210
Trade technician/supervisory	18	18	16	222	93	151	64	0	47	0	38	0	667
Para-professional technician	0	0	0	24	0	10	0	0	0	0	0	0	33
Para-prof. higher technician	25	31	460	104	0	120	130	6	207	0	87	0	1,170
Professional	0	0	0	178	0	38	31	0	0	0	111	0	357
Operatives: post initial	0	0	1	0	0	0	0	0	0	0	9	28	37
Trades/other skills	0	0	7	0	0	46	0	0	1	0	0	0	54
Trade tech/super : post initial	0	0	0	0	0	0	0	0	0	0	0	0	0
Para-prof. tech: post initial	0	0	0	0	0	0	0	0	0	0	0	0	0
Para-prof. high tech: post initial	0	0	0	0	0	0	0	0	0	0	0	0	0
Total of all course annual hours for streams 2100-4500	428	297	663	1,372	196	1,388	463	21	360	0	1,181	405	6,775
% of all course annual hours for streams 2100-4500	6.3	4.4	9.8	20.3	2.9	20.5	6.8	0.3	5.3	0.0	17.4	6.0	100.0
All module only hours													0
Total all annual hours													6,775

TABLE 17 Course annual hours ('000) by streams 2100-4500 by qualification and field of study

Qualification	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed	Total
	All course annual hours ('000)												
RATE courses	101	104	57	83	25	672	26	21	4	0	89	120	1,302
AQF courses:													
Senior secondary	0	0	0	0	0	0	0	0	0	0	0	0	0
Certificate I	43	34	73	96	0	133	1	0	0	0	212	239	830
Certificate II	160	3	41	399	0	103	98	0	50	0	402	37	1,293
Certificate III	72	111	61	281	0	170	119	0	37	0	168	5	1,024
Certificate IV	27	30	7	236	92	129	64	0	62	0	86	1	734
Diploma	25	11	421	100	0	115	124	0	207	0	81	0	1,084
Advanced diploma	0	0	0	177	0	38	31	0	0	0	111	0	356
Bachelor's degree	0	0	0	0	0	0	0	0	0	0	0	0	0
AQF sub-total	327	189	603	1,289	92	687	436	0	357	0	1,060	282	5,322
Other qualifications	0	3	3	0	(a)	18	2	0	0	0	32	2	61
Not applicable – non award	0	0	0	0	79	11	0	0	0	0	0	0	90
Total of all course annual hours for streams 2100-4500	428	297	663	1,372	196	1,388	463	21	360	0	1,181	405	6,775
% of all course annual hours for streams 2100-4500	6.3	4.4	9.8	20.3	2.9	20.5	6.8	0.3	5.3	0.0	17.4	6.0	100.0
All module only hours													0
Total all annual hours													6,775

(a) Represents figures in the range 1 and 49.

TABLE 18 Course enrolments ('000) in streams 2100-4500 by qualification by field of study by sex

Field of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
RATE courses	0.7	0.8	0.3	1.0	0.7	3.3	0.8	0.1	(a)	0.0	0.8	1.8	10.4	9.8
AQF courses:														
Senior secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Certificate I	0.5	0.1	0.2	0.7	0.0	0.7	(a)	0.0	0.0	0.0	0.6	0.5	3.3	3.0
Certificate II	0.9	(a)	0.1	2.4	0.0	0.8	0.4	0.0	0.2	0.0	2.3	0.1	7.2	6.7
Certificate III	0.4	0.5	0.2	3.1	0.0	1.0	0.6	0.0	0.2	0.0	0.8	(a)	6.9	6.2
Certificate IV	0.1	0.1	(a)	1.9	0.5	0.7	0.3	0.0	0.3	0.0	0.4	(a)	4.3	3.9
Diploma	0.1	0.1	1.2	0.7	(a)	0.5	0.4	0.0	0.8	0.0	0.2	0.0	3.9	3.4
Advanced diploma	0.0	(a)	0.0	0.9	0.0	0.1	0.1	0.0	0.0	0.0	0.2	0.0	1.4	1.3
Bachelor's degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AQF sub-total	1.9	0.7	1.9	9.7	0.5	3.9	1.8	0.0	1.4	0.0	4.5	0.6	26.9	0.0
Other qualifications	0.0	0.1	(a)	0.0	(a)	0.2	0.1	0.0	0.0	0.0	0.4	(a)	0.8	0.8
Not applicable – non award	0.0	0.0	0.0	0.0	1.8	0.1	0.0	0.0	0.0	0.0	0.0	0.0	1.9	1.6
Total of all course enrolments	2.6	1.7	2.1	10.7	3.0	7.5	2.7	0.1	1.4	0.0	5.8	2.4	40.0	29.0
% of all course enrolments	6.6	4.2	5.3	26.8	7.5	18.7	6.7	0.3	3.6	0.0	14.4	5.9	100.0	
Number of all clients[1]	2.0	1.5	1.7	8.2	2.7	5.6	2.3	0.1	1.3	0.0	4.7	2.2	29.0	
Total of male course enrolments	2.0	1.5	0.6	3.7	1.7	6.6	1.0	0.1	0.9	0.0	2.6	0.9	21.7	16.1
% of male course enrolments	9.0	7.1	3.0	17.3	7.9	30.3	4.5	0.4	4.3	0.0	12.0	4.1	100.0	
Number of male clients[1]	1.5	1.4	0.5	2.9	1.5	4.9	0.9	0.1	0.9	0.0	2.3	0.8	16.1	
Total of female course enrolments	0.7	0.2	1.5	7.0	1.3	0.9	1.7	(a)	0.5	0.0	3.2	1.5	18.3	12.9
% of female course enrolments	3.6	0.8	8.1	38.0	7.0	4.9	9.3	0.2	2.6	0.0	17.2	8.1	100.0	
Number of female clients[1]	0.5	0.1	1.2	5.3	1.1	0.6	1.4	(a)	0.4	0.0	2.4	1.4	12.9	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and qualification category, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 19 Module enrolments ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total	Clients
	All module enrolments ('000)											
Humanities	5.7	0.6	(a)	0.2	0.9	0.6	1.7	9.8	0.7	1.0	11.5	7.4
Social studies	1.8	0.1	0.0	(a)	0.2	0.1	(a)	2.2	0.2	0.3	2.7	1.0
Education	1.2	0.1	0.0	(a)	0.1	0.1	0.2	1.6	0.1	0.2	1.9	1.4
Sciences	2.2	0.2	0.0	0.0	0.9	0.1	0.6	4.0	0.2	0.4	4.6	2.5
Maths, computing	16.7	3.2	(a)	0.3	4.2	1.4	3.3	29.1	1.1	3.2	33.4	10.5
Visual/performing arts	4.3	0.6	0.0	(a)	0.4	0.3	0.1	5.7	0.2	1.5	7.4	1.7
Engineering, processing	21.8	2.8	0.0	0.2	2.7	0.8	2.7	31.2	1.2	2.4	34.7	7.4
Health sciences	14.6	1.2	0.0	(a)	2.1	0.7	2.1	20.6	0.7	1.8	23.1	9.9
Admin, business, economics, law	27.2	2.4	0.0	0.5	6.9	1.6	7.6	46.1	3.8	3.4	53.3	12.4
Built environment	4.8	0.4	0.0	0.0	0.7	0.2	0.2	6.3	0.5	0.3	7.1	2.1
Agriculture, renewable resources	7.1	0.7	0.0	(a)	1.6	0.3	1.8	11.4	0.1	0.2	11.8	2.2
Hospitality tourism & personal services	16.7	2.5	0.0	(a)	0.9	0.8	1.3	22.2	0.5	0.5	23.2	4.0
Social Education & Employment Skills	12.7	1.1	(a)	0.8	1.4	0.6	3.5	20.2	0.6	0.9	21.8	9.6
Total of all module enrolments	136.8	15.8	(a)	2.1	23.1	7.6	25.1	210.5	9.8	16.1	236.4	29.0
% of all module enrolments	57.9	6.7	0.0	0.9	9.8	3.2	10.6	89.0	4.1	6.8	100.0	
Number of all clients[1]	19.4	4.9	(a)	1.3	6.1	2.5	3.7	28.7	2.0	1.7	29.0	
Total of male module enrolments	71.6	9.1	0.0	0.9	12.7	3.6	14.1	112.1	5.6	8.0	125.7	16.1
% of male module enrolments	56.9	7.3	0.0	0.7	10.1	2.9	11.2	89.1	4.5	6.4	100.0	
Number of male clients[1]	10.9	2.7	0.0	0.7	3.3	1.2	2.2	15.9	1.0	0.9	16.1	
Total of female module enrolments	65.2	6.6	(a)	1.2	10.4	4.0	11.0	98.4	4.2	8.1	110.7	12.9
% of female module enrolments	58.9	6.0	0.0	1.1	9.4	3.6	10.0	88.9	3.8	7.3	100.0	
Number of female clients[1]	8.5	2.3	(a)	0.6	2.8	1.4	1.5	12.8	1.0	0.8	12.9	

(a) Represents figures in the range 1 and 49

---

[1] Some clients undertake modules in more than one discipline group, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 20 Module annual hours ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total
	All module Annual Hours ('000)										
Humanities	170	17	0	11	26	26	50	300	28	23	**352**
Social studies	62	3	0	0	6	5	1	78	6	10	**94**
Education	26	2	0	1	2	2	3	36	2	5	**43**
Sciences	64	7	0	0	33	4	13	121	5	12	**138**
Maths, computing	417	76	(a)	10	101	37	84	725	30	74	**829**
Visual/performing arts	179	24	0	(a)	17	10	2	233	8	70	**311**
Engineering, processing	744	97	0	5	91	30	70	1,038	42	84	**1,164**
Health sciences	351	25	0	0	51	16	44	487	19	44	**549**
Admin, business, economics, law	805	60	0	17	168	48	172	1,270	109	113	**1,492**
Built environment	180	15	0	0	26	4	2	228	25	15	**268**
Agriculture, renewable Resources	161	17	0	0	45	5	45	273	5	6	**283**
Hospitality tourism & personal services	443	59	0	2	23	18	34	577	10	9	**596**
Social education & employment skills	401	40	0	24	46	33	69	614	20	22	**656**
Total of all module annual hours	4,003	441	0	71	636	240	589	5,979	308	487	6,775
% of all module annual hours	59.1	6.5	0.0	1.1	9.4	3.5	8.7	88.3	4.5	7.2	100.0
Total of male module annual hours	2,175	269	0	29	364	120	334	3,290	197	251	3,738
% of male module annual hours	58.2	7.2	0.0	0.8	9.7	3.2	8.9	88.0	5.3	6.7	100.0
Total of female module annual hours	1,828	172	0	42	272	120	255	2,689	110	236	3,036
% of female module annual hours	60.2	5.7	0.0	1.4	8.9	4.0	8.4	88.6	3.6	7.8	100.0

(a) Represents figures in the range 1 and 49.

TABLE 21 Module enrolments and module annual hours ('000) in vocational programs by funding source by sex

	Module enrolments ('000)				**Module annual hours ('000)**			
Funding sources	Males	Females	All clients	%	Males	Females	All clients	%
01 Commonwealth and state recurrent	106.6	92.4	199.0	84.2	3,062	2,365	5,426	80.1
02 Commonwealth and state specific	10.2	13.0	23.3	9.8	392	477	870	12.8
03 Fee for service	6.9	3.7	10.7	4.5	198	112	309	4.6
Not stated	1.9	1.5	3.5	1.5	87	83	169	2.5
Total all funding sources	125.7	110.7	236.4	100.0	3,738	3,036	6,775	100.0
% of all funding sources	53.2	46.8	100.0		55.2	44.8	100.0	

Australian
Vocational
Education
&
Training Statistics 1998

NORTHERN TERRITORY

- 17,600 Clients
- 8,700 Males
- 8,500 Females

- 19,300 Course Enrolments
- 9,900 Male Course Enrolments
- 9,000 Female Course Enrolments

- 110,200 Module enrolments (3.3 million hours of training)
- 55,200 Male Module Enrolments (1.6 million hours of training)
- 52,400 Female Module Enrolments (1.5 million hours of training)

TABLE 15 Course enrolments ('000) by streams 2100-4500 by field of study by sex

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
Basic employment skills	0.2	(a)	0.3	0.1	0.0	(a)	0.1	0.0	0.0	0.0	(a)	1.7	2.5	2.0
Educational preparation	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	1.0	1.1	1.1
Operatives: initial	1.0	0.2	(a)	0.2	0.0	0.2	0.1	0.0	0.0	0.0	0.3	0.3	2.2	2.1
Recognised trade: part exempt	0.0	0.2	0.0	(a)	0.0	0.1	0.1	0.0	0.0	0.0	0.2	0.2	0.7	0.7
Recognised trade: complete	0.0	0.1	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.0	0.2	0.0	1.2	1.2
Other skills: part exemption	0.1	0.1	0.4	0.2	0.7	0.1	0.4	0.0	0.1	0.0	0.2	0.3	2.7	2.5
Other skills: complete	0.8	0.1	0.7	2.2	0.1	(a)	1.4	(a)	0.1	0.0	0.7	0.1	6.1	5.7
Trade technician/supervisory	0.1	(a)	0.1	0.7	0.5	0.1	0.1	(a)	(a)	0.0	(a)	0.0	1.7	1.6
Para-professional technician	0.0	0.0	0.0	(a)	0.0	(a)	0.0	0.0	(a)	0.0	0.0	0.0	0.1	0.1
Para-prof. higher technician	(a)	0.1	0.1	0.3	0.0	0.1	0.3	(a)	(a)	0.0	0.2	0.0	1.0	1.0
Professional	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1
Operatives: post initial	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Trades/other skills	0.0	0.0	0.0	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	(a)	(a)
Trade tech/super : post initial	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Para-prof. tech: post initial	0.0	0.0	0.0	0.0	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.0	(a)	(a)
Para-prof. high tech: post initial	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total of all course enrolments	2.1	0.7	1.7	3.7	1.3	1.5	2.4	(a)	0.2	0.0	2.0	3.7	19.3	17.6
% of all course enrolments	11.1	3.4	8.8	19.2	6.7	7.8	12.6	0.1	1.1	0.0	10.3	19.0	100.0	
Number of all clients[1]	1.9	0.6	1.6	3.4	1.1	1.4	2.3	(a)	0.2	0.0	1.7	3.1	17.6	
Total of male course enrolments	1.4	0.6	0.8	1.1	0.7	1.4	0.7	(a)	0.2	0.0	0.9	2.1	9.9	8.7
% of male course enrolments	14.6	6.2	7.9	11.0	7.0	14.2	7.5	0.1	1.7	0.0	8.8	21.0	100.0	
Number of male clients[1]	1.3	0.5	0.7	1.0	0.6	1.3	0.7	(a)	0.2	0.0	0.8	1.6	8.7	
Total of female course enrolments	0.7	(a)	0.9	2.6	0.6	0.1	1.7	(a)	(a)	0.0	1.1	1.3	9.0	8.5
% of female course enrolments	7.7	0.4	10.2	29.0	6.4	0.6	18.8	0.1	0.4	0.0	12.3	14.1	100.0	
Number of female clients[1]	0.6	(a)	0.9	2.4	0.5	0.1	1.6	(a)	(a)	0.0	0.9	1.2	8.5	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and stream, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 16 Course annual hours ('000) by streams 2100-4500 and field of study

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed.	Total
	All course annual hours ('000)												
Basic employment skills	15	4	36	11	0	1	5	0	0	0	4	272	349
Educational preparation	0	0	0	0	0	0	0	0	0	0	15	89	104
Operatives: initial	163	25	4	26	0	48	21	0	0	0	59	77	423
Recognised trade: part exempt	0	53	0	2	0	12	9	0	0	0	19	19	113
Recognised trade: complete	0	39	0	0	0	227	0	0	0	0	49	0	316
Other skills: part exemption	17	10	27	22	20	10	65	0	3	0	15	41	232
Other skills: complete	145	4	143	273	4	2	261	1	7	0	98	47	986
Trade technician/supervisory	16	5	16	142	55	19	27	1	8	0	5	0	294
Para-professional technician	0	0	0	2	0	7	0	0	3	0	0	0	12
Para-prof. higher technician	4	21	44	73	0	40	73	1	2	0	49	0	307
Professional	0	0	0	16	0	0	0	0	0	0	0	0	16
Operatives: post initial	0	0	0	0	0	0	0	0	0	0	0	0	0
Trades/other skills	0	0	0	0	0	1	0	0	0	0	0	0	1
Trade tech/super : post initial	0	0	0	0	0	0	0	0	0	0	0	0	0
Para-prof. tech: post initial	0	0	0	0	0	0	1	0	0	0	0	0	1
Para-prof. high tech: post initial	0	0	0	0	0	0	0	0	0	0	0	0	0
Total of all course annual hours for streams 2100-4500	360	161	271	569	80	366	462	3	24	0	313	545	3,154
% of all course annual hours for streams 2100-4500	11.4	5.1	8.6	18.0	2.5	11.6	14.7	0.1	0.8	0.0	9.9	17.3	100.0
All module only hours													99
Total all annual hours													3,253

TABLE 17 Course annual hours ('000) by streams 2100-4500 by qualification and field of study

Qualification	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed	Total
	All course annual hours ('000)												
RATE courses	122	96	57	161	21	118	88	0	6	0	44	60	772
AQF courses:													
Senior secondary	0	0	0	0	0	0	0	0	0	0	0	0	0
Certificate I	2	0	0	22	0	10	2	0	0	0	59	278	373
Certificate II	118	13	99	158	0	30	14	0	0	0	108	114	653
Certificate III	99	22	53	137	4	118	268	1	7	0	60	28	797
Certificate IV	11	5	5	76	55	17	28	1	11	0	5	26	239
Diploma	2	20	56	15	0	40	62	1	0	0	39	0	236
Advanced diploma	2	0	0	0	0	0	0	0	0	0	0	0	3
Bachelor's degree	0	0	0	0	0	0	0	0	0	0	0	0	0
AQF sub-total	234	61	213	408	59	216	373	3	18	0	270	447	2,301
Other qualifications	0	0	0	0	0	0	0	0	0	0	0	0	0
Not applicable – non award	5	4	1	0	0	32	1	0	0	0	0	38	82
Total of all course annual hours for streams 2100-4500	360	161	271	569	80	366	462	3	24	0	313	545	3,154
% of all course annual hours for streams 2100-4500	11.4	5.1	8.6	18.0	2.5	11.6	14.7	0.1	0.8	0.0	9.9	17.3	100.0
All module only hours													99
Total all annual hours													3,253

TABLE 18 Course enrolments ('000) in streams 2100-4500 by qualification by field of study by sex

Field of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
RATE courses	0.9	0.4	0.5	0.8	0.7	0.6	1.1	0.0	0.1	0.0	0.3	0.6	6.1	5.7
AQF courses:														
Senior secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Certificate I	0.1	0.0	0.0	0.1	0.0	0.1	(a)	0.0	0.0	0.0	0.5	2.1	2.9	2.5
Certificate II	0.7	0.1	0.8	1.3	0.0	0.1	0.1	0.0	0.0	0.0	0.6	0.4	4.0	3.8
Certificate III	0.4	0.1	0.2	1.0	(a)	0.4	0.9	(a)	0.1	0.0	0.3	0.1	3.5	3.4
Certificate IV	0.1	(a)	0.1	0.4	0.5	0.1	0.1	(a)	0.1	0.0	(a)	0.1	1.4	1.4
Diploma	(a)	0.1	0.2	0.1	0.0	0.1	0.2	(a)	(a)	0.0	0.1	0.0	0.7	0.7
Advanced diploma	(a)	0.0	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	(a)	(a)
Bachelor's degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AQF sub-total	1.2	0.2	1.2	2.9	0.6	0.8	1.3	(a)	0.1	0.0	1.6	2.6	12.5	0.0
Other qualifications	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Not applicable – non award	0.1	(a)	(a)	(a)	0.0	0.2	0.1	0.0	0.0	0.0	0.0	0.4	0.7	0.7
Total of all course enrolments	2.1	0.7	1.7	3.7	1.3	1.5	2.4	(a)	0.2	0.0	2.0	3.7	19.3	17.6
% of all course enrolments	11.1	3.4	8.8	19.2	6.7	7.8	12.6	0.1	1.1	0.0	10.3	19.0	100.0	
Number of all clients[1]	1.9	0.6	1.6	3.4	1.1	1.4	2.3	(a)	0.2	0.0	1.7	3.1	17.6	
Total of male course enrolments	1.4	0.6	0.8	1.1	0.7	1.4	0.7	(a)	0.2	0.0	0.9	2.1	9.9	8.7
% of male course enrolments	14.6	6.2	7.9	11.0	7.0	14.2	7.5	0.1	1.7	0.0	8.8	21.0	100.0	
Number of male clients[1]	1.3	0.5	0.7	1.0	0.6	1.3	0.7	(a)	0.2	0.0	0.8	1.6	8.7	
Total of female course enrolments	0.7	(a)	0.9	2.6	0.6	0.1	1.7	(a)	(a)	0.0	1.1	1.3	9.0	8.5
% of female course enrolments	7.7	0.4	10.2	29.0	6.4	0.6	18.8	0.1	0.4	0.0	12.3	14.1	100.0	
Number of female clients[1]	0.6	(a)	0.9	2.4	0.5	0.1	1.6	(a)	(a)	0.0	0.9	1.2	8.5	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and qualification category, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 19 Module enrolments ('000) in vocational programs by discipline group by module result by sex

	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total	Clients
Discipline Group	**All module enrolments ('000)**											
Humanities	5.6	1.4	0.0	(a)	1.3	0.8	(a)	9.1	0.2	0.8	10.1	5.2
Social studies	0.4	0.2	0.0	0.0	0.2	0.1	(a)	1.0	(a)	0.1	1.1	0.6
Education	0.9	0.1	0.0	0.0	(a)	(a)	0.0	1.0	(a)	0.1	1.1	0.9
Sciences	0.6	0.2	0.0	0.0	0.1	0.1	(a)	1.0	(a)	0.1	1.1	0.9
Maths, computing	7.6	2.3	0.0	0.2	0.6	0.9	(a)	11.6	0.3	1.4	13.3	4.8
Visual/performing arts	2.2	0.6	0.0	0.2	0.3	0.4	(a)	3.7	(a)	(a)	3.8	1.3
Engineering, processing	8.0	1.8	(a)	(a)	1.3	0.4	(a)	11.4	0.2	0.8	12.4	3.4
Health sciences	7.9	1.9	0.0	(a)	1.6	0.9	(a)	12.4	0.2	1.2	13.8	6.6
Admin, business, economics, law	11.7	3.5	0.0	0.1	1.2	1.1	(a)	17.7	0.5	2.0	20.1	5.8
Built environment	2.8	0.6	0.0	0.1	0.2	0.2	(a)	3.9	0.1	0.2	4.2	1.2
Agriculture, renewable resources	4.7	2.0	0.0	0.0	0.4	0.4	0.0	7.4	(a)	0.5	7.9	1.8
Hospitality tourism & personal services	5.0	0.9	0.0	0.1	0.1	0.2	0.0	6.3	0.1	0.5	6.9	1.5
Social Education & Employment Skills	8.5	3.0	0.0	0.0	1.1	0.9	(a)	13.6	0.2	0.6	14.4	6.1
Total of all module enrolments	65.8	18.6	(a)	0.8	8.4	6.4	0.1	100.1	1.8	8.3	110.2	17.6
% of all module enrolments	59.7	16.9	0.0	0.7	7.6	5.8	0.1	90.8	1.6	7.6	100.0	
Number of all clients[1]	13.2	5.6	(a)	0.7	2.6	1.9	(a)	17.5	0.4	1.1	17.6	
Total of male module enrolments	34.1	9.9	(a)	0.2	4.0	3.2	(a)	51.4	0.8	3.0	55.2	8.7
% of male module enrolments	61.7	17.9	0.0	0.4	7.2	5.8	0.1	93.1	1.5	5.4	100.0	
Number of male clients[1]	6.9	2.9	(a)	0.2	1.1	1.0	(a)	8.7	0.2	0.5	8.7	
Total of female module enrolments	30.2	8.7	0.0	0.5	3.5	3.1	(a)	46.1	0.9	5.4	52.4	8.5
% of female module enrolments	57.7	16.5	0.0	1.0	6.6	6.0	0.1	87.9	1.8	10.3	100.0	
Number of female clients[1]	6.0	2.7	0.0	0.5	1.2	0.9	(a)	8.4	0.2	0.6	8.5	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake modules in more than one discipline group, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 20 Module annual hours ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total
	All module Annual Hours ('000)										
Humanities	172	41	0	2	55	42	0	312	5	19	337
Social studies	18	8	0	0	9	5	0	40	1	5	46
Education	21	3	0	0	1	0	0	26	0	2	28
Sciences	19	7	0	0	3	3	(a)	32	1	4	37
Maths, computing	152	47	0	5	15	25	(a)	245	6	32	284
Visual/performing arts	83	20	0	6	16	19	1	145	0	1	147
Engineering, processing	295	67	0	0	43	14	0	420	7	34	460
Health sciences	213	63	0	1	61	34	1	372	8	39	420
Admin, business, economics, law	285	92	0	2	34	40	1	454	13	54	520
Built environment	88	23	0	5	18	6	0	140	3	6	150
Agriculture, renewable Resources	136	69	0	0	11	11	0	226	0	11	237
Hospitality tourism & personal services	106	19	0	2	5	5	0	138	1	9	148
Social education & employment skills	231	109	0	0	45	31	1	417	6	17	440
Total of all module annual hours	1,819	568	0	23	316	236	4	2,967	52	233	3,253
% of all module annual hours	55.9	17.5	0.0	0.7	9.7	7.2	0.1	91.2	1.6	7.2	100.0
Total of male module annual hours	960	303	0	7	133	117	1	1,519	25	92	1,637
% of male module annual hours	58.6	18.5	0.0	0.4	8.1	7.1	0.1	92.8	1.6	5.6	100.0
Total of female module annual hours	804	264	0	17	129	119	1	1,334	27	142	1,503
% of female module annual hours	53.5	17.6	0.0	1.1	8.6	7.9	0.0	88.8	1.8	9.4	100.0

(a) Represents figures in the range 1 and 49.

TABLE 21 Module enrolments and module annual hours ('000) in vocational programs by funding source by sex

Funding sources	Module enrolments ('000)				Module annual hours ('000)			
	Males	Females	All clients	%	Males	Females	All clients	%
01 Commonwealth and state recurrent	47.8	45.0	93.8	85.1	1,442	1,244	2,725	83.7
02 Commonwealth and state specific	6.3	6.1	14.1	12.8	159	215	449	13.8
03 Fee for service	1.1	1.2	2.3	2.1	36	44	80	2.5
Not stated	0.0	0.0	0.0	0.0	0	0	0	0.0
Total all funding sources	55.2	52.4	110.2	100.0	1,637	1,503	3,253	100.0
% of all funding sources	50.1	47.5	100.0		50.3	46.2	100.0	

Australian Vocational Education & Training Statistics 1998

AUSTRALIAN CAPITAL TERRITORY

- 18,500 Clients
- 9,200 Males
- 8,600 Females

- 20,900 Course Enrolments
- 10,600 Male Course Enrolments
- 9,700 Female Course Enrolments

- 190,000 Module enrolments (6.2 million hours of training)
- 91,000 Male Module Enrolments (3.0 million hours of training)
- 98,100 Female Module Enrolments (3.1 million hours of training)

TABLE 15 Course enrolments ('000) by streams 2100-4500 by field of study by sex

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
Basic employment skills	0.0	0.0	0.6	0.1	0.1	0.1	0.1	0.0	(a)	0.0	(a)	1.0	1.9	1.8
Educational preparation	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	(a)	0.0	0.0	0.8	1.2	1.0
Operatives: initial	0.1	0.1	0.2	1.3	(a)	0.4	0.4	(a)	(a)	0.0	0.9	(a)	3.4	3.2
Recognised trade: part exempt	0.0	0.0	0.0	(a)	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1
Recognised trade: complete	0.1	0.4	0.0	(a)	0.0	1.0	(a)	0.0	0.0	0.0	0.6	0.0	2.1	1.9
Other skills: part exemption	(a)	0.0	0.1	(a)	0.0	(a)	0.0	0.0	0.0	0.0	0.3	0.0	0.4	0.4
Other skills: complete	0.2	(a)	0.1	0.6	0.0	0.3	0.3	0.0	(a)	0.0	0.3	(a)	1.8	1.5
Trade technician/supervisory	0.0	0.3	0.4	0.6	(a)	(a)	0.1	0.0	0.0	0.1	0.3	0.0	1.8	1.7
Para-professional technician	0.0	0.0	(a)	0.1	0.1	0.0	(a)	0.0	0.0	0.0	0.0	0.0	0.2	0.2
Para-prof. higher technician	0.3	0.1	0.8	1.2	0.0	0.2	0.9	0.2	1.0	0.1	0.1	0.0	5.0	4.4
Professional	0.0	0.1	0.1	0.7	0.0	0.4	0.1	0.0	(a)	0.0	(a)	0.0	1.4	1.3
Operatives: post initial	(a)	0.0	0.0	(a)	0.0	0.2	0.3	0.1	(a)	0.0	(a)	0.0	0.6	0.6
Trades/other skills	0.0	(a)	0.0	0.3	(a)	0.1	(a)	0.0	0.0	0.0	0.0	0.0	0.5	0.4
Trade tech/super : post initial	0.0	0.1	(a)	0.0	0.1	(a)	(a)	0.0	0.0	0.0	0.0	0.0	0.2	0.2
Para-prof. tech: post initial	0.0	0.0	0.0	0.3	(a)	0.0	0.0	0.0	(a)	0.0	0.0	0.0	0.3	0.3
Para-prof. high tech: post initial	0.0	0.0	0.0	(a)	(a)	0.0	(a)	(a)	0.0	0.0	0.0	0.0	0.1	0.1
Total of all course enrolments	0.8	1.0	2.6	5.2	0.4	2.7	2.3	0.3	1.1	0.1	2.5	1.9	20.9	18.5
% of all course enrolments	3.7	4.9	12.5	24.7	1.7	13.0	11.2	1.5	5.3	0.6	12.1	8.9	100.0	
Number of all clients[1]	0.7	1.0	2.2	4.8	0.4	2.3	2.2	0.2	1.0	0.1	2.3	1.6	18.5	
Total of male course enrolments	0.5	0.9	1.0	2.3	0.1	2.5	0.4	0.2	0.8	(a)	1.2	0.7	10.6	9.2
% of male course enrolments	4.4	8.1	9.6	21.4	1.2	23.8	4.2	2.1	7.3	0.2	11.0	6.7	100.0	
Number of male clients[1]	0.4	0.8	0.8	2.1	0.1	2.1	0.4	0.2	0.7	(a)	1.1	0.6	9.2	
Total of female course enrolments	0.3	0.2	1.5	2.9	0.2	0.2	1.8	0.1	0.3	0.1	1.4	0.8	9.7	8.6
% of female course enrolments	3.1	1.7	15.5	29.9	2.3	1.6	18.6	0.8	3.4	1.1	14.2	7.8	100.0	
Number of female clients[1]	0.3	0.2	1.3	2.7	0.2	0.1	1.7	0.1	0.3	0.1	1.3	0.6	8.6	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and stream, for this reason the sum of the client enrolments is greater than the total number of clients.

ACT

TABLE 16 Course annual hours ('000) by streams 2100-4500 and field of study

Stream of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed.	Total
	All course annual hours ('000)												
Basic employment skills	0	0	244	14	19	4	6	0	1	0	11	97	395
Educational preparation	0	0	215	0	0	0	0	0	0	0	0	269	485
Operatives: initial	26	6	101	217	1	50	97	0	7	0	219	8	733
Recognised trade: part exempt	0	0	0	14	0	18	0	0	0	0	0	0	32
Recognised trade: complete	35	113	0	0	0	221	5	0	0	0	306	0	680
Other skills: part exemption	5	0	12	1	0	(a)	0	0	0	0	90	0	108
Other skills: complete	27	2	17	126	0	73	79	0	3	0	151	4	482
Trade technician/supervisory	0	75	113	136	4	11	51	0	0	20	154	0	563
Para-professional technician	0	0	0	9	2	0	2	0	0	0	0	0	13
Para-prof. higher technician	132	39	369	360	0	70	403	38	346	37	86	0	1,880
Professional	0	85	56	237	0	178	59	0	2	0	1	0	618
Operatives: post initial	0	0	0	0	0	2	8	3	0	0	0	0	14
Trades/other skills	0	1	0	19	0	14	0	0	0	0	0	0	35
Trade tech/super : post initial	0	11	17	0	16	5	1	0	0	0	0	0	50
Para-prof. tech: post initial	0	0	0	47	4	0	0	0	0	0	0	0	52
Para-prof. high tech: post initial	0	0	0	2	1	0	1	9	0	0	0	0	12
Total of all course annual hours for streams 2100-4500	226	332	1,143	1,184	47	647	711	50	359	57	1,019	378	6,152
% of all course annual hours for streams 2100-4500	3.7	5.4	18.6	19.2	0.8	10.5	11.6	0.8	5.8	0.9	16.6	6.1	100.0
All module only hours													0
Total all annual hours													6,152

(a) Represents figures in the range 1 and 49.

TABLE 17 Course annual hours ('000) by streams 2100-4500 by qualification and field of study

Qualification	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Serv., hospitality, transport	12 VET multifield ed	Total
	All course annual hours ('000)												
RATE courses	33	54	222	186	3	241	24	3	11	20	213	133	1,142
AQF courses:													
Senior secondary	0	0	0	0	0	0	0	0	0	0	0	0	0
Certificate I	0	0	70	11	0	0	0	0	0	0	21	51	152
Certificate II	24	6	144	134	0	7	3	0	1	0	267	8	593
Certificate III	37	78	106	84	0	199	160	9	3	0	298	4	977
Certificate IV	0	78	196	141	42	13	66	0	5	0	135	0	676
Diploma	132	39	361	391	0	3	396	38	340	37	84	0	1,820
Advanced diploma	0	77	38	237	0	178	59	0	0	0	1	0	591
Bachelor's degree	0	0	0	0	0	0	0	0	0	0	0	0	0
AQF sub-total	194	278	915	998	42	400	683	47	348	37	806	62	4,808
Other qualifications	0	0	3	0	1	1	2	0	0	0	0	17	23
Not applicable – non award	0	0	3	0	1	6	1	1	0	0	0	166	177
Total of all course annual hours for streams 2100-4500	226	332	1,143	1,184	47	647	711	50	359	57	1,019	378	6,152
% of all course annual hours for streams 2100-4500	3.7	5.4	18.6	19.2	0.8	10.5	11.6	0.8	5.8	0.9	16.6	6.1	100.0
All module only hours													0
Total all annual hours													6,152

ACT

TABLE 18 Course enrolments ('000) in streams 2100-4500 by qualification by field of study by sex

Field of study	01 Land & marine resources, animal husbandry	02 Architecture, building	03 Art, humanities & social sciences	04 Business, administration, economics	05 Education	06 Engineering, surveying	07 Health, community services	08 Law, legal studies	09 Science	10 Veterinary science, animal care	11 Services, hospitality, transport	12 VET multi-field education	Total	Clients
	All course enrolments ('000)													
RATE courses	0.2	0.3	0.5	1.7	0.1	1.2	0.5	(a)	0.1	0.1	0.5	0.6	5.8	5.3
AQF courses:														
Senior secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Certificate I	0.0	0.0	0.1	(a)	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.4	0.7	0.7
Certificate II	0.1	(a)	0.3	0.4	0.0	(a)	(a)	0.0	(a)	0.0	0.8	(a)	1.6	1.6
Certificate III	0.2	0.3	0.2	0.4	0.0	0.9	0.5	(a)	(a)	0.0	0.7	(a)	3.2	2.8
Certificate IV	0.0	0.3	0.5	0.6	0.2	(a)	0.2	0.0	(a)	0.0	0.3	0.0	2.1	2.0
Diploma	0.3	0.1	0.8	1.4	0.0	(a)	0.9	0.2	0.9	0.1	0.1	0.0	4.8	4.3
Advanced diploma	0.0	0.1	(a)	0.7	0.0	0.4	0.1	0.0	0.0	0.0	(a)	0.0	1.4	1.3
Bachelor's degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AQF sub-total	0.6	0.8	2.0	3.5	0.2	1.4	1.7	0.2	0.9	0.1	2.0	0.5	13.9	0.0
Other qualifications	0.0	0.0	0.1	(a)	(a)	(a)	0.1	0.0	0.0	0.0	0.0	0.4	0.6	0.6
Not applicable – non award	0.0	0.0	(a)	0.0	(a)	0.1	0.1	(a)	(a)	0.0	0.0	0.4	0.6	0.6
Total of all course enrolments	0.8	1.0	2.6	5.2	0.4	2.7	2.3	0.3	1.1	0.1	2.5	1.9	20.9	18.5
% of all course enrolments	3.7	4.9	12.5	24.7	1.7	13.0	11.2	1.5	5.3	0.6	12.1	8.9	100.0	
Number of all clients[1]	0.7	1.0	2.2	4.8	0.4	2.3	2.2	0.2	1.0	0.1	2.3	1.6	18.5	
Total of male course enrolments	0.5	0.9	1.0	2.3	0.1	2.5	0.4	0.2	0.8	(a)	1.2	0.7	10.6	9.2
% of male course enrolments	4.4	8.1	9.6	21.4	1.2	23.8	4.2	2.1	7.3	0.2	11.0	6.7	100.0	
Number of male clients[1]	0.4	0.8	0.8	2.1	0.1	2.1	0.4	0.2	0.7	(a)	1.1	0.6	9.2	
Total of female course enrolments	0.3	0.2	1.5	2.9	0.2	0.2	1.8	0.1	0.3	0.1	1.4	0.8	9.7	8.6
% of female course enrolments	3.1	1.7	15.5	29.9	2.3	1.6	18.6	0.8	3.4	1.1	14.2	7.8	100.0	
Number of female clients[1]	0.3	0.2	1.3	2.7	0.2	0.1	1.7	0.1	0.3	0.1	1.3	0.6	8.6	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake courses in more than one field of study and qualification category, for this reason the sum of the client enrolments is greater than the total number of clients.

TABLE 19 Module enrolments ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total	Clients
	All module enrolments ('000)											
Humanities	7.1	0.5	(a)	1.1	1.2	2.1	0.1	12.0	1.8	0.1	13.9	6.8
Social studies	2.0	0.1	(a)	0.1	0.1	0.3	(a)	2.7	0.4	(a)	3.1	0.6
Education	1.2	(a)	(a)	0.0	0.5	0.1	(a)	2.0	0.1	(a)	2.1	1.2
Sciences	3.7	0.5	(a)	0.3	0.5	0.9	0.1	5.9	0.4	(a)	6.4	2.8
Maths, computing	19.9	2.0	(a)	0.8	2.7	4.8	(a)	30.2	4.5	0.1	34.8	7.8
Visual/performing arts	3.6	0.2	(a)	0.1	0.1	0.7	(a)	4.8	0.9	(a)	5.7	1.2
Engineering, processing	10.9	0.8	0.2	0.1	0.4	1.1	0.0	13.5	1.6	0.1	15.1	3.0
Health sciences	11.2	0.4	0.1	0.1	3.0	1.5	0.2	16.5	2.9	0.2	19.5	5.2
Admin, business, economics, law	21.7	1.8	0.1	0.2	9.4	4.0	0.1	37.3	3.5	0.1	40.9	8.5
Built environment	4.2	0.3	(a)	0.0	0.2	0.6	0.0	5.3	0.4	(a)	5.7	1.3
Agriculture, renewable resources	3.8	0.3	0.1	(a)	0.3	0.4	0.0	4.8	0.3	(a)	5.1	1.0
Hospitality tourism & personal services	16.6	0.6	0.1	0.1	2.8	2.1	(a)	22.3	1.5	0.2	24.0	2.6
Social Education & Employment Skills	6.6	0.5	(a)	0.9	1.1	2.8	0.3	12.3	1.4	0.1	13.7	5.8
Total of all module enrolments	112.6	7.9	0.7	3.8	22.2	21.5	0.8	169.5	19.6	0.9	190.0	18.5
% of all module enrolments	59.3	4.2	0.3	2.0	11.7	11.3	0.4	89.2	10.3	0.5	100.0	
Number of all clients[1]	13.9	3.1	0.4	1.8	4.0	6.0	0.7	18.4	2.8	0.3	18.5	
Total of male module enrolments	53.4	4.8	0.4	1.9	10.0	11.0	(a)	81.6	9.1	0.4	91.0	9.2
% of male module enrolments	58.7	5.3	0.5	2.1	10.9	12.1	0.0	89.6	9.9	0.4	100.0	
Number of male clients[1]	7.1	1.8	0.2	0.9	2.0	3.1	(a)	9.2	1.2	0.1	9.2	
Total of female module enrolments	59.1	3.1	0.2	1.9	12.2	10.4	0.2	87.1	10.5	0.5	98.1	8.6
% of female module enrolments	60.2	3.2	0.2	2.0	12.4	10.6	0.2	88.7	10.7	0.6	100.0	
Number of female clients[1]	6.7	1.3	0.2	0.9	2.0	2.9	0.1	8.6	1.6	0.2	8.6	

(a) Represents figures in the range 1 and 49.

---

[1] Some clients undertake modules in more than one discipline group, for this reason the sum of the client enrolments is greater than the total number of clients

ACT

TABLE 20 Module annual hours ('000) in vocational programs by discipline group by module result by sex

Discipline Group	Pass	Fail	Result withheld	Class hrs Complete	Continue Studies	Withdrew	Not stated	Subtotal	RPL	Credit Transfer	Total
	All module Annual Hours ('000)										
Humanities	189	14	0	77	27	54	3	364	50	2	**415**
Social studies	101	5	1	8	6	15	1	137	23	1	**161**
Education	29	1	1	0	14	3	1	47	1	(a)	**48**
Sciences	118	20	1	23	9	26	5	201	14	0	**215**
Maths, computing	526	54	1	51	52	110	1	796	109	3	**908**
Visual/performing arts	172	11	1	7	3	32	1	226	46	0	**272**
Engineering, processing	368	33	4	3	14	45	0	467	62	3	**532**
Health sciences	308	13	3	1	57	35	3	420	70	3	**492**
Admin, business, economics, law	583	62	3	12	194	107	1	962	78	2	**1,043**
Built environment	203	17	0	0	9	30	0	258	21	1	**280**
Agriculture, renewable Resources	122	10	8	0	11	15	0	166	11	0	**177**
Hospitality tourism & personal services	478	19	3	3	160	69	1	732	41	2	**775**
Social education & employment skills	300	45	0	176	26	224	12	783	49	1	**832**
Total of all module annual hours	3,496	304	26	360	582	764	27	5,559	575	18	**6,152**
% of all module annual hours	56.8	4.9	0.4	5.8	9.5	12.4	0.4	90.4	9.3	0.3	**100.0**
Total of male module annual hours	1,713	183	14	168	233	376	1	2,687	284	8	**2,980**
% of male module annual hours	57.5	6.1	0.5	5.6	7.8	12.6	0.0	90.2	9.5	0.3	**100.0**
Total of female module annual hours	1,782	121	12	192	347	388	4	2,846	290	10	**3,146**
% of female module annual hours	56.7	3.9	0.4	6.1	11.0	12.3	0.1	90.5	9.2	0.3	**100.0**

(a) Represents figures in the range 1 and 49

TABLE 21 Module enrolments and module annual hours ('000) in vocational programs by funding source by sex

	Module enrolments ('000)				Module annual hours ('000)			
Funding sources	Males	Females	All clients	%	Males	Females	All clients	%
01 Commonwealth and state recurrent	80.6	88.5	169.9	89.4	2,523	2,666	5,214	84.8
02 Commonwealth and state specific	1.6	2.8	4.4	2.3	149	266	415	6.7
03 Fee for service	8.9	6.8	15.6	8.2	308	214	523	8.5
Not stated	0.0	0.0	0.0	0.0	0	0	0	0.0
Total all funding sources	91.0	98.1	190.0	100.0	2,980	3,146	6,152	100.0
% of all funding sources	47.9	51.7	100.0		48.4	51.1	100.0	

Australian
Vocational
Education
&
Training Statistics 1998

APPENDIX

APPENDIX A - TECHNICAL AND EXPLANATORY NOTES

1 Collection standard

The information presented in *Australian VET statistics 1998: In detail* is derived from data on vocational education and training collected under the Australian Vocational Education and Training Management Information and Statistical Standard (AVETMISS). The information relates to VET activity in the 1998 calendar year.

2 Changes in reporting scope for 1998

As a result of the planned expansion of the national data collections made under AVETMISS, the collection now encompasses all delivery funded wholly or in part from public funds, as follows:

- all VET delivered by TAFE and other government providers;
- all VET delivered by higher education providers and multi-sector institutions;
- all VET delivered by registered community providers;
- publicly-funded VET delivered by registered private providers; and
- VET delivered in schools, where the activity has been funded by state training authorities from recurrent VET allocations or ANTA growth funds.

In order to ensure a consistent and comparable reporting base, the following activity has been excluded from the 1998 statistical reports:

- all recreation, leisure and personal enrichment activity (ie stream 1000, which is now reported in a separate publication);
- fee-for-service delivery by private providers;
- delivery undertaken at overseas campuses of Australian VET institutions.

In publications in the *At a glance* series, some 1997 data have been adjusted to ensure that the reporting scope is as close as possible to the 1998 reporting scope defined above.

3 Organisation of the tables

Australian VET Statistics 1998: In detail presents tables about clients in VET, course enrolments, and module enrolments. The publication is divided into three main sections:

- **Executive Summary** - provides an overview of the national indicators of activity for 1998. It also includes a comparison of clients, annual hours and enrolment numbers for 1997 and 1998.
- **Clients** - provides more detailed information about clients participating in VET in 1998. The tables presented in this section provide client information by each State and Territory and an Australian total.

  Where a table presents a data item that does not affect all VET clients, further information is provided for those clients who are not included. For example, a disability report will include clients in all disability categories, plus those clients who report that they have **no disability**, and those who **do not respond** to the appropriate enrolment question.

- **Australian, State and Territory** - information on enrolment activity, hours for courses and modules by type of program for 1998 are presented in individual sections.

  A client may enrol in more than one course and more than one module. As a result, neither the course enrolment nor the module enrolment tables present a count of clients, but show a count of enrolments.

4 Breaks in series

As a result of the planned expansion of the national collection of data from VET providers the annual statistics are not totally comparable between years. In particular there have been three major breaks in the series. The first occurred in 1994 when the AVETMISS was introduced. The second, in 1995 when the reporting of delivery by community providers and some private providers was introduced, and finally in 1996 with the reporting of publicly funded delivery by private providers. A less significant break in series occurs in 1997 with, for the first time, more comprehensive reporting of publicly-funded delivery by private providers.

Some revised figures are included in the Executive Summary to take into account the changing collection scope.

5 Number of clients

For the purpose of counting clients (students), the following rules are applied:

- only clients who have any enrolment activity in vocational programs within the defined reporting scope are included;
- within this scope, clients whose only activity in the collection is in module enrolments which are not associated with course enrolments are also counted; and
- clients who have no enrolment activity are not included in client tables. These are clients are included in the collection because they have had a qualification recognised and reported in the collection year, but had no active module enrolments.

Because the States and Territories collect data from many different training organisations they are generally unable to 'net' clients who undertake training with more than one training organisation or provider. Consequently, the number of clients reported in *Australian VET Statistics: In detail*, and related publications, may be overstated. However, research in progress being undertaken by the NCVER indicates that the effect is slight.

6 What are annual hours?

Annual Hours are used as a measure of total delivery. They are based on the standard curriculum hours for each module (subject) when a module is undertaken in standard, supervised delivery mode, although some clients undertake modules in self-paced learning, flexible-delivery or distance-learning modes.

7 Unknown Information

In any large and complex data collection there will be a certain amount of unknown information. Tables in this publication may include a row labelled 'Not Known'. There are three types of information displayed as 'Not Known' within such tables:

- where an organisation or provider does not collect the information being reported;
- where a client chooses not to respond to a question on an enrolment form; or
- where invalid information is supplied.

Advice on how unknown data should be treated in research and other analyses are available on request from the NCVER.

8 Financial data

The selected financial information reported in this publication in Appendix E is extracted from *Australian VET statistics 1998: Financial data.* Reporting of 1998 financial data is made on an accrual basis, whereas financial data for previous years were reported on a cash basis. As a result, precise comparisons between 1997 and 1998 financial figures cannot be made.

9 Grouping of AVETMISS classification values

In some tables, direct AVETMISS classifications have been amended for reporting purposes, with certain categories being incorporated into higher-level groupings. For information on the relationship between report categories used in this publication and data item or classification values collected via AVETMISS, refer to Appendices F and G.

10 Privacy and Confidentiality

The privacy and confidentiality guidelines associated with the AVETMIS Standard include the requirement that individuals and individual providers are not identifiable in any data reported from the national database. In addition, in line with the reporting practices of the Australian Bureau of Statistics, analyses prepared from the data collection will not generally contain information about groups with fewer than five persons.

APPENDIX B - GLOSSARY

ABS	Australian Bureau of Statistics.
ACE	Adult and Community Education.
Age	Client ages for the 1998 collection are calculated as the difference in years between June 30 1998 and the client's date of birth. Where only the year of birth has been reported, a birthday of 1 January is, in effect, assumed.
All Clients	All clients include males, females and those clients for whom sex has not been reported, either because the client declined to provide the information or because the information was not collected by the training organisation.
Annual Hours	Annual Hours are used as a measure of total delivery. They are based on the standard curriculum hours for each module (subject) when a module is undertaken in standard, supervised delivery mode, although some clients undertake modules in self-paced learning, flexible-delivery or distance-learning modes.
ANTA	Australian National Training Authority.
ANZSIC	Australian and New Zealand Standard Industries Classification. An Australian Bureau of Statistics classification which identifies sectors of industry according to their main area of economic activity.
ASCO	Australian Standard Classification of Occupations. An Australian Bureau of Statistics classification which identifies occupations according to their primary purpose.
ATSI	Aboriginal/Torres Strait Islander.
Australian Qualifications Framework (AQF)	A nationally consistent framework of credentials offered in post-compulsory education and training.
Australian Standards Framework (ASF)	A classification that identifies a competency level associated with a category of work.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard.
Client	An individual who has enrolled in a module (subject) during 1998.
Community education providers	Community Education training organisations which have provided information to the data collection.
Competency	Comprises the specification and application of knowledge and skill within an occupation or industry level to the standard of performance required in employment.
Competency Based Training (CBT)	Training geared to the attainment and demonstration of skill and the application of that knowledge to meet industry specified standards rather than to an individual's achievement relative to that of others in a group.
Country of Birth	A classification identifying a country that may be nominated as the birthplace of a client. The Australian Standard Classification of Countries for Social Statistics (ASCCSS) is an ABS classification of countries.
Course	A structured sequence of vocational education and training that leads to the acquisition of identified competencies and if submitted for accreditation, leads to a qualification.
Course Annual Hours	The sum of the hours for all module enrolments associated with a course in which the client enrolled during the annual collection period.
Course Completion	Acknowledging eligibility for a qualification indicates completion of a course.
Course Enrolment	The registration of a client at a training provider location for the purpose of undertaking a course.
Credit Transfer	Advanced standing obtained on the basis of prior agreements between institutions or organisations as to the credit value of a specific course/modules.

APPENDIX B - GLOSSARY

Curriculum Hours	The anticipated hours of supervised learning or training deemed necessary in order to adequately present the educational material. Curriculum hours are generally recorded within curriculum documentation. Hours of unsupervised learning or training, if any, are excluded.
Delivery Strategy	A categorisation of strategies which may be used to provide a client with learning opportunities which will allow him or her to achieve the knowledge or skills required to complete a module.
Disability Type	A classification of a disability, which a client may have where the disability is both significant and permanent, and for a specific enrolment, the disability may affect performance in the course or module.
Discipline Group	A categorisation used to describe the primary content of a module independent of the context in which it may be taught.
Employment Category	A classification that describes a category of employment of a client at the time of enrolment.
Enrolment	The registration of a client at a training provider location for the purpose of undertaking a course or module. The enrolment is considered valid only if all fee obligations have been met and the client has attended at least one lesson or submitted at least one unit of work.
Field of Study	A classification of courses based on the similarity in terms of the vocational field of specialisation or the principal subject matter of the course.
Funding Source	A classification that describes the funding body or the funding source associated with a module enrolment.
Geographic Region	A classification developed to provide geographic information about VET clients. It is based on mapping the client's residential postcode to the regional classifications of the Department of Primary Industries and Energy (DPIE) and the Department of Employment, Education, Training and Youth Affairs (DEETYA).
Highest School Level Completed	Highest level of secondary schooling completed by a client.
Language Spoken at Home	A classification that is used to identify any language which is commonly spoken at home by a client.
Module	A unit of training in which a client may enrol and be formally assessed.
Module Enrolment	The registration of a client at a training provider location for the purpose of undertaking a module.
Module Result/Module Outcome	A classification that describes the types of outcome which may be attained as a result of a client undertaking a module enrolment.
National Course	A course registered with the ANTA Standards and Curriculum Council.
National Module	A module accredited and distributed through the ANTA Standards and Curriculum Council.
NCVER	The National Centre for Vocational Education Research Ltd.
Net Total	Since some clients enrol in more than one course in a year the total number of enrolments exceeds the total number of persons taking courses. The net total is the total number of distinct clients, not the number of enrolments.
Non Award Course	A course which does not lead to a qualification.
Not Known	Not Known in this publication includes three categories of response: those data elements where the client chose not to respond, those data elements where the information was not sought by the training organisation; and those data elements where the information supplied was invalid.
Other Government Providers	Government training organisations other than TAFE who have provided information to the data collection eg. Universities providing VET.

APPENDIX B - GLOSSARY

Personal Enrichment Programs	Clients: Clients who have enrolled in Stream of Study 1000 (ie non-VET) courses only. Course enrolments: Course enrolments classified to Stream of Study 1000. Module enrolments: Module enrolments associated with courses classified to Stream of Study 1000.
Postcode	An Australia Post classification system used to identify the physical geographic locations of course providers and clients' home residences.
Prior Educational Achievement	A categorisation of types of education which may have previously been attempted or completed by a client.
Private Providers	Organisations that provide training to individuals and industry on a fee-paying basis.
Program of Training	A course or module offered by a training organisation in which clients may enrol.
Program Type	Programs are classified as 'Vocational' or 'Personal Enrichment only' according to the associated stream of study. Module only enrolments are classified to 'Vocational'.
Provider Type	Providers are classified as 'TAFE and Other Government' or 'Community Education' according to their primary role in the delivery of training.
Qualification Category	A classification for the qualification awarded to an individual on successful completion of a course.
Recognition of Prior Learning (RPL)	A process through which clients may gain entry to, or credit in modules based on competencies gained previously.
Recreation, Leisure and Personal Enrichment Programs	See Personal Enrichment Programs.
SCC	Standards and Curriculum Council. The operating arm of the ANTA responsible for national competency standards and curricula.
Scheduled Hours	The hours timetabled for a specific delivery type in a module.
Stream of Study	A classification that describes a course according to its level of vocational outcome. Stream 1000 refers to recreation, leisure and personal enrichment programs where the primary intention of the program is not VET.
TAFE	Technical and Further Education.
TAFE Providers	TAFE training organisations which have provided information to the data collection.
Training Activities	Course or Module enrolment activity.
Training Organisation	An organisation which administers or delivers vocational education and training.
Training Provider Location	A location administered by a training organisation for the purpose of providing clients with programs of training.
VET	Vocational Education and Training.
Vocational Programs	The type of program undertaken by the client defines Vocational Programs. Clients: Clients who have enrolled in at least one course classified to Streams of Study 2100-4500 or at least one module enrolment that has no corresponding course enrolment. Course enrolments: Course enrolments classified to Streams of Study 2100 to 4500. Module enrolments: Module enrolments associated with courses classified to Stream of Study 2100 to 4500 and module enrolments that have no corresponding course enrolments.

APPENDIX C - TRAINING ORGANISATIONS

New South Wales

NSW Technical and Further Education Commission
NSW National Arts School
NSW Agriculture
NSW Board of Adult and Community Education
NSW Private Providers

Victoria

Office of Training and Further Education
Adult, Community and Further Education Board
Victoria Private Providers

Queensland

TAFE Queensland
The University of Queensland, Gatton College
Queensland Rural Training Colleges
Queensland Private Providers
Queensland VET in Schools

Western Australia

Western Australian Department of Training
Notre Dame University of Australia

South Australia

SA Department for Education, Training and Employment
University of South Australia
Workers Educational Association of South Australia Incorporated
SA Adult and Community Education Unit
SA Private Providers
SA VET in Schools

Tasmania

Department of Vocational Education and Training
Tasmania Private Providers

Northern Territory

NT Employment and Training Authority
Casuarina Senior College
NT Private Providers

Australian Capital Territory

Canberra Institute of Technology
ACT Adult and Community Education
ACT Private Providers

APPENDIX D – TRAINING PROVIDER LOCATIONS

The following table provides summarised information about the providers of vocational education and training in 1998. Information is provided by TAFE and other Government providers at an institute level, training provider location level and at the Community Centre level for Community Education Providers. The number of Other Registered Providers who have provided information for the 1998 National collection are also shown.

The following pages contain detailed training provider location information. The training organisations are listed within each state/territory, along with any associated institute/training providers and any major campuses. Some community education providers are included in the list, but are not linked to institutes. Other registered Providers have been excluded from this list.

Information for organisations/providers/locations who provide data for the 1998 National collection but whose activity may have fallen outside the scope of the publication may be included in the table below and in the listing of the training provider locations.

	TAFE and Other Government			
	Institutes	Provider Locations	Community Centres	Other Providers
NSW				
NSW TAFE Commission	12	129	0	0
NSW Agriculture	1	4	0	0
NSW National Art School	1	1	0	0
NSW Board of Adult and Community Education	0	0	83	0
NSW Private Providers	0	0	0	456
VIC				
Office of Training and Further Education	21	249	0	0
Adult, Community and Further Education Board	0	0	401	0
Victoria Private Providers	0	0	0	266
QLD				
TAFE Queensland	16	322	0	0
The University of Queensland, Gatton College	1	1	0	0
Queensland Rural Training Colleges	4	5	0	0
Queensland Private Providers	0	0	33	270
Queensland VET in Schools	0	0	0	287
WA				
Western Australian Department of Training	15	151	0	116
Notre Dame University of Australia	1	1	0	0
SA				
SA Dept. for Employment,Training and Education	8	64	0	0
University of South Australia	1	3	0	0
Workers Educational Association of SA Inc	0	0	1	0
SA Adult and Community Education Unit	0	0	1	0
SA Private Providers	0	0	0	140
SA VET in Schools	0	0	0	137
TAS				
TAFE Tasmania	5	10	35	0
Tasmania Private Providers	0	0	0	82
NT				
NT Employment and Training Authority	4	90	3	0
Casuarina Senior College	1	1	0	0
NT Private Providers	0	0	0	129
ACT				
Canberra Institute of Technology	1	8	0	0
ACT Adult and Community Education	0	0	18	0
ACT Private Providers	0	0	0	29
TOTAL	92	1,039	575	1,912

APPENDIX D – TRAINING PROVIDER LOCATIONS

New South Wales

NSW TAFE Commission

- Hunter Institute of Technology
    - Belmont Campus
    - Central Coast Campus
    - Cessnock Campus
    - Charlestown Campus
    - Glendale Campus
    - Gosford Campus
    - Hamilton Campus
    - Hunter Street Campus
    - Kurri Kurri Campus
    - Maitland Campus
    - Muswellbrook Campus
    - Newcastle Campus
    - Scone Campus
    - Singleton Campus
    - Tomaree Campus
    - Wyong Campus
- Illawarra Institute of Technology
    - Bega College of TAFE
    - Cooma College of TAFE
    - Dapto College of TAFE
    - Goulburn College of TAFE
    - Milton/Ulladulla College of TAFE
    - Moruya College of TAFE
    - Moss Vale College of TAFE
    - Nowra College of TAFE
    - Queanbeyan College of TAFE
    - Shellharbour College of TAFE
    - Wollongong College of TAFE
    - Wollongong West College of TAFE
    - Yallah College of TAFE
    - Yass College of TAFE
- New England Institute of TAFE
    - Armidale Campus
    - Boggabilla Campus
    - Coonabarabran Campus
    - Glen Innes Campus
    - Gunnedah Campus
    - Inverell Campus
    - Moree Campus
    - Narrabri Campus
    - New England – Flexilink Campus, Armidale
    - Quirindi Campus
    - Tamworth Campus
    - Tenterfield Campus
- North Coast Institute of TAFE
    - Ballina Campus
    - Casino Campus
    - Coffs Harbour Campus
    - Coffs Harbour Education Campus (CHEC)
    - Coolangatta/Tweed Heads Campus
    - Grafton Campus
    - Kempsey Campus
    - Kingscliff Campus
    - Lismore Campus
    - Macksville Campus
    - Maclean Campus
    - Murwillumbah Campus
    - National Fishing Industry Education Centre (NFIEC)
    - Port Macquarie Campus
    - Taree Campus
    - Tuncurry/Forster Campus
    - Wauchope Campus
    - Wollongbar Campus
- Northern Sydney Institute of TAFE
    - Bradfield College
    - Crows Nest Campus
    - Hornsby Campus
    - Meadowbank Campus
    - North Sydney Campus
    - Northern Beaches College
    - Ryde Campus
- Open Training and Education Network, Strathfield
- Riverina Institute of TAFE
    - Albury Campus
    - Cootamundra Campus
    - Corowa Campus
    - Deniliquin Campus
    - Finley Campus
    - Forest Hill Campus
    - Griffith Campus
    - Lake Cargelligo Campus
    - Leeton Campus
    - Narrandera Campus
    - North Wagga Wagga Rural Skills Centre
    - Temora Campus
    - Tumut Campus
    - Wagga Wagga Campus
    - West Wyalong Campus
    - Young
- South Western Sydney Institute of TAFE
    - Campbelltown College of TAFE
    - Granville College of TAFE
    - Liverpool College of TAFE
    - Macquarie Fields College of TAFE
    - Miller College of TAFE
    - Wetherill Park College of TAFE
- Southern Sydney Institute of TAFE
    - Bankstown College
    - Lidcombe College
    - Padstow College
    - St George College
    - Sutherland College
- Sydney Institute of Technology
    - SIT Design Centre, Enmore
    - SIT East Sydney Campus
    - SIT Petersham Campus
    - SIT Randwick Campus
    - SIT Ultimo Campus
    - The Eora Centre for Aboriginal Studies, Chippendale
- Western Institute of TAFE
    - Bathurst Campus
    - Bourke Campus
    - Broken Hill Campus
    - Cobar Campus
    - Condobolin Campus
    - Coonamble Campus
    - Cowra Campus
    - Dubbo Campus
    - Dunedoo Campus
    - Forbes Campus
    - Gilgandra Campus
    - Grenfell Campus
    - Lithgow Campus
    - Mudgee Campus
    - Orange Campus
    - Parkes Campus
    - Walgett Campus
    - Warren Campus
    - Wellington Campus
    - Wilcannia Campus

APPENDIX D – TRAINING PROVIDER LOCATIONS

- Western Sydney Institute of TAFE
    - Baulkham Hills College
    - Blacktown College
    - Blue Mountains College
    - Mount Druitt College
    - Nepean College
    - Nirimba College, Quakers Hill
    - Richmond College
    - Western Sydney Centre, Kingswood

NSW Agriculture

- C B Alexander Agricultural College, Tocal
- Murrumbidgee College of Agriculture
    - Dareton
    - Mountain Maid – Food/Vegetable Processing, Batlow
    - Yanco

NSW National Art School

NSW Board of Adult and Community Education

- Alstonville Adult Learning Association
- Balranald Arts and Crafts
- Bankstown Community College Inc.
- Barraba-Bundarra Adult and Community Education Centre
- Barrington Adult and Community Education
- Bellingen Adult and Community Education
- Bingara Adult Learning Association
- Blacktown District Community College Inc.
- Byron Bay
- Camden Haven Adult and Community Education Inc.
- Central Coast Community College
- Central West Community College Inc.
- Chatswood Evening College
- Condobolin Adult Education Inc.
- Coffs Harbour
- Corryong Community Education Centre
- Deaf Education Network
- Eastern Suburbs Regional Evening College
- Eden-Merimbula Adult and Community Education
- Eurobodalla Adult Education Centre Inc.
- Evening and Community Colleges Association
- Far West Regional Council of Adult and Community Education
- Forster–Tuncurry Adult Education Inc.
- Grafton
- Gravesend Adult Learning Association
- Griffith Adult Learning Association
- Gunnedah
- Guyra Adult Learning Association
- Hawkesbury Community College
- Hornsby and Ku-ring-gai Community College
- Hunter Community College
- Hunter Regional Council of Adult and Community Education
- Kempsey Adult Education Group Inc
- Kiama Ace Inc
- Kincumber Adult and Community Education Centre Inc
- Kogarah Community Aid and Information Centre Inc.
- Literacy Network Manly-Warringah
- Lower Clarence Adult and Community Education
- Macarthur Community College Inc
- Macquarie Community College
- Manilla Adult Learning Group
- Manly Warringah Community College
- Monaro Continuing Education Centre
- Mosman Evening College
- Mullumbimby Inc
- Murwillumbah Inc
- Nambucca Valley Adult and Community Education Inc
- Nepean Community College Inc
- North Coast Inc.
- North Coast Regional Council of ACE
- NSW Adult and Community Eductaion Council
- Outback Adult and Community Education
- Port Macquarie College of Adult Education
- Quirindi Adult and Community Education
- Riverina Community College Inc.
- Riverina Regional Council of Adult and Community Education
- Robinson Education Centre Inc.
- Singleton Leisure Learning Centre Inc.
- South East Regional Council of ACE
- Southern Adult Education College Inc.
- Southern Region Community College
- St George and Sutherland Community College
- Strathfield Regional Community College
- Sydney Community College
- Tahmoor
- Tamworth Adult Education Centre
- Taree Adult Education Inc.
- Tenterfield Adult Education
- The Continuing Education Centre (Albury-Wodonga)
- The Hills District Day and Evening College
- The Parramatta College
- Tomaree Adult Education Centre
- Tuggerah Lakes Community Leisure Learning and Training Centre
- Walcha Inc.
- Wallabadah Adult Learning Association
- Warialda and District Adult Learning Association
- Wauchope Adult and Community Education Inc.
- Western College of Adult and Community Education
- Workers Educational Association (WEA)
    - Hunter
    - Illawarra
    - Sydney
- Wyong Adult and Community Education Inc
- Young Community Learning Centre Inc.

Victoria

Office of Training and Further Education

- Barton Institute of TAFE
    - Moorabbin Campus
    - Moorabbin – Off Campus
    - Moorabbin – Workplace
    - Richmond Campus
- Bendigo Regional Institute of TAFE
    - Bendigo Campus
    - Castlemaine Campus
    - Echuca Campus
    - HMP Bendigo
    - HMP Loddon
    - HMP Tarrengower
    - Kerang Campus
    - Kyneton Campus
    - Malmsbury JJC
    - Maryborough Campus
- Box Hill Institute of TAFE
    - Avila College
    - Banksia Secondary College
    - Bayside Secondary College
    - Billanook College
    - Box Hill High School
    - Box Hill Senior Secondary College
    - Canterbury Girl's Secondary College
    - Caulfield Grammar
    - Centre For Women's Education
    - Chandler Secondary College

APPENDIX D – TRAINING PROVIDER LOCATIONS

- Box Hill Institute of TAFE Cont'd
  - Child and Family Care Network
  - De La Salle
  - Doncaster Campus
  - East Doncaster Secondary College
  - Elgar Campus
  - Ellingworth 1 (CL)
  - Ellingworth 2 (MU)
  - Eltham High School
  - Emmaus
  - Eumemmering Secondary College
  - Ferntree Gully Secondary College
  - Fiji - Suva Campus
  - Forest Hill Secondary College
  - Hampton Park Secondary College
  - Hawthorn Secondary College
  - Heathmont College
  - Holden's Engine Company
  - Ivanhoe Grammar
  - Kew High School
  - Kingswood Secondary College
  - Koonung Secondary College
  - Lilydale High School
  - Lilydale Secondary College
  - Marcellin College
  - Mazenod College
  - Mitcham Campus
  - Monbulk Secondary College
  - Mount Lilydale College
  - Mount Waverley Secondary College
  - Nelson Campus
  - Norwood Secondary College
  - Off Campus/Correspondence
  - Onsite Training in Industry/Business
  - Our Lady of Mercy
  - Our Lady of Sion
  - Pembroke Secondary College
  - Ringwood Secondary College
  - Siena College
  - St Francis Xavier College
  - Strathcona
  - Swinburne Senior Secondary College
  - Templestowe Secondary College
  - Tintern Anglican Girls Grammar
  - Upper Yarra Secondary College
  - Upwey Secondary College
  - Wantirna Secondary College
  - Warrandyte High School
  - Wellington Secondary College
  - Wesley College
  - Westall Secondary College
  - Whitefriars College
  - Whitehorse Campus
- Casey Institute of TAFE
  - Berwick Campus
  - Cranbourne Campus
  - Dandenong Campus
  - Dandenong – Off Campus
  - Dandenong – Workplace Delivery
  - Frankston Campus
  - Noble Park Campus
  - Oakleigh
  - Wonthaggi Campus
- Central Gippsland Institute of TAFE
  - Chadstone Campus
  - Mid Valley Campus
  - South Gippsland Campus
- Central Gippsland Institute of TAFE Cont'd
  - Springvale
  - West Gippsland Campus
  - Won Wron Prison
  - Yallourn Campus
  - Yallourn – Driver Training, Transport and Storage
  - Yallourn – Open Learning
- Chisholm Institute of TAFE
  - Berwick Campus
  - Bonbeach Campus
  - Cranbourne Campus
  - Dandenong Campus
  - Dandenong – Workplace Delivery
  - Dandenong – Off Campus
  - Frankston Campus
  - Frankston – Off Campus
  - Frankston – Workplace
  - Moorabbin Campus
  - Moorabbin – Off Campus
  - Moorabbin – Workplace
  - Noble Park Campus
  - Oakleigh
  - Richmond Campus
  - Rosebud Campus
  - Wonthaggi Campus
- Driver Education Centre of Australia (DECA)
  - Melbourne
  - Shepparton
  - Sydney
- East Gippsland Institute of TAFE
  - Australian Correctional Management (ACM)
    - Fulham Correctional Centre
    - Junee Correctional Centre
  - Bairnsdale Campus
  - Bairnsdale – Koori Unit
  - Forestech – The Living Resource Centre
  - Lakes Entrance Outreach Centre - SEAMEC
  - Mallacoota Outreach Centre
  - Orbost Outreach Centre
  - Outreach Centre, not specified
  - Sale Campus, Fulham
  - Sale – Flexible Learning Centre
  - South East Australian Training Services (SEATS)
    - Bairnsdale
    - Sale
- Eastern College of TAFE
  - Croydon Campus
  - Croydon – Off Campus
  - Croydon – Outreach Programs
  - Healesville Campus
  - Healesville – Koorie Pograms
  - Lilydale Campus
  - Wantirna Campus
  - Wantirna – Distant Venue
  - Wantirna – Industry Programs
- Gordon Institute of TAFE
  - Barwon Prison
  - Colac Campus
  - Fenwick Street Campus, Geelong
  - Geelong – Off Campus
  - Geelong – Workplace
  - Moorabool Street Campus, Geelong
  - Manufacturing Industry Training Centre
  - Spring Street Campus, Geelong West
- Goulburn Ovens Institute of TAFE
  - Benalla Campus
  - Chandler Secondary College

APPENDIX D – TRAINING PROVIDER LOCATIONS

- Goulburn Ovens Institute of TAFE Cont'd
  - Fryers Street Campus, Shepparton
  - Fryers Street – Koorie Programs
  - Seymour Campus
  - Shepparton – Workplace
  - Wangaratta Campus
  - William Orr Campus, Shepparton
- Holmesglen Institute of TAFE
  - Chadstone Campus
  - City Campus
  - Dingley
  - Waverley Campus
- Institute of Land and Food Resources (TAFE Division)
  - Burnley College
  - Creswick Campus
  - Dookie College
  - Gilbert Chandler College
  - Glenormiston College
  - Longerenong College
  - Mcmillan Campus
  - Parkville Campus
- Kangan Batman Institute of TAFE
  - Avondale Heights Campus
  - Broadmeadows Campus, Hume
  - Coburg Campus, Moreland North
  - Deer Park
  - Essendon Campus
  - Fitzroy Yarra
  - Kingsbury Centre
  - Moreland Campus, Moreland South
  - Parkville Youth Resource Centre
  - Port Phillip Prison
  - Richmond Campus
  - Rosanna Forensic
  - West Melbourne
  - Workplace Location
- Melbourne Institute of Textiles
  - Brunswick Campus
  - Brunswick – Koorie Programs
  - Brunswick – Outreach Programs
  - Brunswick – Workplace Programs
  - Pascoe Vale Campus
  - Wrist Centre Hamilton
- Northern Melbourne Institute of TAFE
  - Collingwood Campus
  - Community Locations
  - Epping Campus
  - Greensborough Campus
  - Heidelberg Campus
  - Macleod
  - Parkville Campus
  - Preston Campus
  - Preston – Koorie Services
  - Salvation Army
  - Workplace and Industry Location
- Peninsula Institute of TAFE
  - Bonbeach Campus
  - Frankston Campus
  - Frankston – Off Campus
  - Frankston – Workplace
  - Rosebud Campus
- Royal Melbourne Institute of Technology
  - City Campus (TAFE)
  - City – Off Campus
  - Fishermens Bend
  - Penang Campus, Malaysia
  - Printing – Dawson Street
  - Printing – Dryburg Street
- Royal Melbourne Institute of Technology Cont'd
  - Printing – Queensberry Street
- School of Mines and Industry Ballarat
  - Agriculture Education Centre
  - Ararat Campus
  - Ararat Prison
  - Ballarat – Koorie Delivery
  - Ballarat – Off Campus
  - Ballarat – On Site Work Place
  - Hong Kong
  - Horticulture Education Centre
  - Lake Bolac
  - Langi Kal Kal
  - Lydiard Street Campus, Ballarat
  - Yuille Street Campus, Ballarat
- South West Institute of TAFE
  - Hamilton Campus
  - Portland Campus
  - Warrnambool Campus
  - Warrnambool – Off Campus
- Sunraysia Institute of TAFE
  - Kerang Campus
  - Mildura Campus
  - Off Campus
  - Outreach Programs
  - Swan Hill Campus
- Swinburne University of Technology
  - Croydon Campus
  - Croydon – Off Campus
  - Croydon – Outreach Programs
  - Hawthorn Campus
  - Healesville Campus
  - Healesville – Koorie Pograms
  - Lilydale Campus
  - Prahran Campus
  - Prahran – Koorie Programs
  - Wantirna Campus
  - Wantirna – Distant Venue
  - Wantirna – Industry Programs
- University of Ballarat
  - Agriculture Education Centre
  - Ararat Campus
  - Ararat Prison
  - Ballarat – Koorie Delivery
  - Ballarat – Off Campus
  - Ballarat – On Site Work Place
  - Hong Kong
  - Horsham Campus
  - Horsham – Koorie Programs
  - Horsham – Off Campus
  - Horsham – Outreach Programs
  - Horticulture Education Centre
  - Lake Bolac
  - Langi Kal Kal
  - Lonerenong Campus
  - Lydiard Street Campus, Ballarat
  - Stawell Campus
  - Yuille Street Campus, Ballarat
- Victorian University of Technology
  - City King St Campus
  - City Flinders St Campus
  - City – Workplace
  - Footscray Nicholson St Campus
  - Footscray Park Campus
  - Footscray – Workplace Delivery
  - Melton Campus
  - Newport Campus
  - South Melbourne Campus

APPENDIX D – TRAINING PROVIDER LOCATIONS

Victorian University of Technology Cont'd
  St Albans Campus
  Sunshine Ballarat Rd Campus
  Sunshine Morris St Campus
  Sunbury Campus
  Werribee Campus, Hoppers Crossing
  Yarraville Campus
William Angliss Institute of TAFE
  La Trobe Street, Melbourne
  Workplace
Wodonga Institute of TAFE
  Army Campus
  Beechworth Campus
  Corryong Campus
  Mt Beauty Campus
  Myrtleford Campus
  Nathalia Campus
  Rutherglen Campus
  Tallangatta Campus
  Wodonga Campus
  Wodonga – Koorie Programs
  Wodonga – Off Campus
  Wodonga – Outreach

Adult, Community and Further Education Board
Acacia Indo Chinese Children's Centre
Adult and Community Education Sale Inc.
Adult Learning Service - Portland Heywood Area Inc.
Adult Multicultural Education Services (AMES)
  Box Hill
  Broadmeadows
  Dandenong
  Footscray
  Flagstaff
  Geelong
  GOM
  Noble Park
  St Albans
African Information Network Inc.
Alamein Community Committee
ALBE in Greater Shepparton
Albury Wodonga Continuing Education Centre
Albury-Wodonga Skills Inc.
Anglesea Community House Inc.
Anglicare - Choices
Angliss Neighbourhood House
Ararat Community House and Adult Learning Centre
Arrabri Community House
Art Resource Collective Inc. (ARC)
Arts Access Society Inc.
Arts Project Australia
Australian Croatian Community Services
Australian Greek Welfare Society
Australian Polish Community Services
Australian Romanian Community Welfare
AWARE Skills Project Inc.
Bacchus Marsh Adult Education Centre
Bairnsdale Adult Community Education
Bairnsdale Neighbourhood House Inc.
Ballan and District Community House and Adult Learning
Ballarat Adult and Further Education Centre
Ballarat Community Education Centre
Ballarat East Community House
Ballarat North Salvation Army Community House
Bandiana Neighbourhood House
Baranduda Community Centre
Barwon Association for Youth Support and Accommodation
Bayside Adult Community Education Inc.
Bayside Employment Skills Training
Baytec Enterprises Inc.
Beaufort Community Learning and Leisure Inc.
Beechworth Neighbourhood Centre
Belgium Avenue Neighbourhood House
Belgrave South Community House Inc.
Bellarine Living and Learning Centre Inc.
Benambra Neighbourhood House Inc.
Bendigo Adult Literacy Group
Bendigo Community House
Bendigo Community Preparation Group Inc.
Bendoc Progress Association
Beulah Historical and Learning Group
Birallee Park Neighbourhood House
Birchip Learning Group
Blackwood Street Neighbourhood House
Bowen Street Family Centre
Box Hill North Neighbourhood House
Box Hill South Neighbourhood House
Briagolong Community House Inc.
Bridging Education and Training (Salvation Army)
Bright Adult Education Committee
Brimbank Community Centre
Broadcare Community Centre Inc.
Broadmeadows Further Education Community Development
Brunswick Neighbourhood House Co-op Ltd
Buchan Neighbourhood House
Bulleen and Templestowe Community House Inc.
Burke and Beyond Further Education
Burnley Neighbourhood Centre Inc.
Campaspe College of Adult Education
Cann River Community Centre
Canterbury Neighbourhood Centre Inc.
Carlton Adult Reading and Writing Program
Carlton Contact Neighbourhood House
Carringbush ALBE Program
Castlemaine and District Continuing Education Inc.
Castlemaine Community House
Caulfield Adult Literacy Group
CEACA - Continuing Education and Arts Centre
Central Ringwood Community Centre Inc.
Chelsea Heights Community Centre
Chelsea Neighbourhood House
Cheltenham Neighbourhood House
Child and Family Care Network
Chirnside Park Community Centre
Churchill Neighbourhood Centre Inc.
Clota Cottage
Clunes Neighbourhood House
Cobram Community House Inc.
Coburg Education Collective
Colac Adult and Community Education Inc.
Community Access Victoria (SW)
Community Centre Swift Creek
Community Development and Learning Centre
Community Information Victoria (EM)
Continuing Education Bendigo Inc.
Coonda Hill Adult Day Training Centre
Coomealla Youth Development Aboriginal Corporation
Coonara Community House
Corangamite District Adult Education Group Inc.
Cornella and District Community Centre Inc.
Corryong Community Education Centre Inc.
Corryong Community Neighbourhood Centre
Council of Adult Education
Craigieburn Further Education Centre Inc.

APPENDIX D – TRAINING PROVIDER LOCATIONS

Cranbourne Community House
CREATE (Geelong) Inc
Creswick Community Centre
Dandenong YWCA Neighbourhood House
Darebin Library
Darley Neighbourhood House Inc.
Daylesford Neighbourhood House and Learning Centre
Diamond Creek Living and Learning Centre
Diamond Valley Learning Centre Inc
Dingley Village Neighbourhood Centre
Dixon House
Djerrawarth Employment and Education Services
Donald Learning Group Inc.
Doncare
Donvale Living and Learning Centre
Dowling House Inc
Duke Street Community House
East Gippsland Aboriginal Arts Corporation
Echuca Adult Literacy Group
Edar
Education Centre Gippsland
Elmore/Rochester Adult Literacy Group
Eltham/Diamond Valley Skillshare
Elwood St Kilda Neighbourhood Learning Centre Inc
Emerald Community House
Enmaraleek Association Inc.
Essendon Network for Employment and Training
Euroa Community Education Centre Inc.
Finbar Neighbourhood House
Fitzroy Learning Network Inc.
Flemington Neighbourhood House Inc.
Flemington Reading and Writing Program Inc.
Footscray Community Arts Centre
Foster Community House
Garden City Neighbourhood House Inc
Gateway BEET
Geelong Adult Training and Education Inc
Geelong Ethnic Communities Council
Gellibrand Community Group Inc.
Gippsland Accommodation and Rehabilitation Support
Gippsland and East Gippsland Aboriginal Co-op Ltd
Gippsland Employment Skills Training
Girgarre and Community Group Inc
Glen Iris Community Centre
Goodwill Industries of Victoria
Goolum Goolum Aboriginal Co-op Ltd.
Gormandale Community House and Learning Centre
Goulburn Valley Aboriginal Education Consultative
Gurwidj Women's Neighbourhood House
Haddon and District Community House
Hallam Community Centre Inc.
Hamilton Neighbourhood House Inc
Hampton Park Community House
Hastings Community House
Hawthorn Community Education Project Inc.
Hawthorn Community House
Healesville Living and Learning Centre
Heidelberg Training and Resources Centre Inc
Heyfield Community Resource Centre
Holden Street Neighbourhood House
Horsham Community House
Horsham Learning Centre
Hunt Club Community Arts Centre
Inner Metropolitan ITeC
Ian Wilson Community Centre
Japara Neighbourhood House Inc
Jeparit Community Education Group
Jewish Community Services Inc
Kallista Community House
Kangaroo Flat Community Group
Kaniva and District Learning Group
Kaybram Community Centre Inc. (GOM)
Kensington Women's Group, Child Care Assoc Inc.
Kerang Learning Centre
Kew Community House
Keysborough Learning Centre
Kilmore and District Community Group
King Valley Learning Exchange
Kinglake District Neighbourhood House Inc.
Knoxbrooke Inc.
Kyabram Community Centre Inc
Kym
Kyneton Community House
Lalor Living and Learning Centre
Lancefield Community House
Lara Community Centre Inc.
Latrobe Valley U-3-A Inc
Laverton Community Centre Inc
Learn For Yourself
Learning North West
Leongatha Community House
Lifeline Albury/Wodonga
Link Employment and Training
Living and Learning Centre
Living and Learning Inc (Pakenham)
Loch Sport Community House
Loddon Neighbourhood House
Lorne Fig Tree Community House Inc.
Lyrebird Community Centre
M.A.C.E. Inc.
Macedon Ranges Further Education Centre
Maffra Community Resource Centre Inc.
Mallacoota and District Community Support Centre
Maribyrnong Community Centre
Maryborough Learning Centre
McIvor Community House
Meadow Heights Learning Shop Inc.
Melba Support Services
Melbourne Rudolf Steiner Seminars
Melton South Community Centre
Meredith Community House
Merinda Park Community Centre
Middle Park Community Workshop
Mildura and District Education Council
Mill Park Community House
Milpara Community House
Mitcham Community House
Moe Life Skills Centre
Moe Neighbourhood House
Moongala Women's Co-operative
Mooroopna Community Group Inc
Mordialloc Neighbourhood House
Moreland Adult Education Association Inc
Mornington Community Contact Inc
Morrison House
Morwell Neighbourhood House and Learning Centre
Mountain District Women's Co-op
Mt Beauty Neighbourhood House
Mt Eliza Community Contact Inc
Mt Martha Community Contact Inc
Mulgrave Neighbourhood House
Mungabareena Aboriginal Corporation
Narre Community Learning Centre
Nillumbik Adult Education Inc
Nillumbik Shire Council Living and Learning Centre
Noble Park Community Centre

APPENDIX D – TRAINING PROVIDER LOCATIONS

Norlane Neighbourhood House Inc.
North Carlton Railway Station Neighbourhood House
North Melbourne Neighbourhood Centre
North Ringwood Community House Inc.
North Shepparton Community House Inc.
Noweyung Centre Inc.
Numurkah Community Learning Centre Inc.
Oak Grove Community Centre
Old Courthouse Community Centre Inc.
Olympic Adult Education
Open Door Neighbourhood House
Orana Neighbourhood House
Orbost Neighbourhood Resource Centre
Otway Health and Community Service
Outer Eastern Literacy Program
Outlets Co-operative Ltd.
Pangerang Community House Inc.
Park Orchards Community House
Paynesville Community House Inc.
Peninsula Access Support and Training
Peninsula Adult Education and Literacy
Peninsula Training Services
Peopleworks Association Incorporated
Peter Harcourt Centre
Phillip Island Community and Learning Centre
Pines Neighbourhood House
Port Fairy Community Group Inc.
Port Melbourne Neighbourhood Centre
Portland Neighbourhood House Inc.
Prahran City Parish Mission
Prahran Neighbourhood House
Preston Neighbourhood House
Preston Reservour Adult Community Education
Pyramid Hill Adult Literacy Group
Pyramid Hill Neighbourhood House
Quantin Binnah Community Centre Inc.
Queenscliffe District Neighbourhood House Inc.
Rainbow Community Learning Group Inc.
Recruitnet Inc.
Richmond Fellowship – Edith Pardy House
Robinvale L A E C G
Rosedale Neighbourhood House
Rosewall Neighbourhood Centre Comm of Manag Inc.
Royal Victorian Institute for the Blind
Rushworth Community House
Sale Neighbourhood House
Sandybeach Community Co-op Society Ltd.
SCOPE Quality Learning Inc.
Seal Inc.
Selby Community House
Seville Community Group Inc.
Seymour and District Community House Inc.
Shared Learning and Activities Murtoa
Simpson and District Community Centre Inc.
SkillsPlus Peninsula Inc.
Society for Asian Languages and Arts Inc. (SALA)
Songlines Music Aboriginal Corporation (EM)
Sorrento Community House Inc.
South Central Region Migrant Resource Centre
South Eastern Region Migrant Resource Centre Inc.
South Gippsland Adult and Community Education Inc.
South Kingsville Community Centre
South Shepparton Community House Inc.
Southern Grampians Adult Education
SPAN Community House
Spring Creek Community House Inc.
Springdale Community Cottage Inc.
Springvale Community Centre Inc.
Springvale Community Health Centre
Springvale Indo-Chinese Mutual Assistance Association
Springvale Neighbourhood House
St John of Kronstadt Russian Welfare Society Inc.
Stawell Neighbourhood House Inc.
Stepfamily Association of Victoria Inc.
Sunraysia Ethnic Communities Council
Swan Hill and District Aboriginal Co-op
Swan Hill Adult Literacy Group
Sydenham Community Centre
Tallangatta Continuing Education Centre
Tatura Community Group Inc.
The Avenue Neighbourhood House Inc.
The Basin Community House
The Onemda Association
The Pathway, Yarrawonga Adult Education Inc.
Third Age Learning Hobsons Bay
Third Age Learning Western Region
Thornbury Women's Neighbourhood House
Tongala Community Activities Centre
Traralgon Neighbourhood Learning House Inc.
Trentham Neighbourhood House
Trudewind Neighbourhood House
Tubbut Resource Centre
Tullamarine Community House
University of the 3rd Age
  Bairnsdale and District Inc.
  Ballarat
  Bendigo Inc.
  Berwick District Inc.
  Castlemaine
  Chadstone
  City of Melbourne Inc.
  Croydon
  Dandenong
  Ferntree Gully
  Frankston Inc.
  Geelong Inc.
  Glen Eira
  Highvale
  Horsham and District Inc.
  Kooyong
  Lilydale Inc.
  Mornington Inc.
  Prahran Inc.
  Ringwood
  Sale Inc.
  Stawell and District
  Werribee Region
  Yarra Valley Inc.
Upper Beaconsfield Community House Inc.
Upper Yarra Community House Inc.
Vermont South Community House
Volunteer Resource Bureau Inc.
Wallan and District Community Group Inc.
Wallara Dandenong Ltd.
Waminda Incorporated
Wangaratta Centre for Continuing Education Inc.
Warracknabeal Neighbourhood House and WALC Inc.
Warragul Neighbourhood House
Warrnambool Community House Inc.
Watsonia Neighbourhood House
Waverley Adult Literacy Program
Waverley Community Learning Centre
Waylink Inc.
Wellsprings

APPENDIX D – TRAINING PROVIDER LOCATIONS

- Werribee Community Centre Inc.
- West Footscray Neighbourhood House
- Western Bulldogs Work Placement Unit and Training
- Western Victoria Group Training Inc.
- Westvale Community Centre Inc.
- Whittlesea Living and Learning Centre
- Williamstown Community and Education Centre
- Wimmera Adult Literacy and Basic Education Group
- Winchelsea Community House Inc.
- Wingate Avenue Community Centre
- Woodend Neighbourhood Centre
- Woori House
- Workready Ballarat
- Wycheproof Community Resource Centre
- Yackandandah Community Education Network
- Yarram Community Education Committee Inc. (CLAY)
- Yarram Neighbourhood House
- Yarraville Community Centre Inc.
- Yarrawonga Neighbourhood House
- Yarrunga Community Centre
- Yea Community Service Group Inc.
- Yooralla Society Independent Living Service
- Youth Adult Bureau
- YWCA of Geelong Inc.

Queensland

TAFE Queensland

- Barrier Reef Institute of TAFE
  - All Soul's and St Gabriel's
  - Ayr State High School
  - Blackheath and Thornburgh College
  - Burdekin College of TAFE
  - Cannonvale Campus
  - Cathedral School
  - Charters Towers Campus
  - Charters Towers State High School
  - City Campus
  - Cleveland Youth Detention Centre
  - Collinsville State High School
  - Columba Catholic College
  - Gilroy Santa Maria
  - Hughenden Skills Share Centre
  - Ignatius Park College
  - Ingham State High School
  - Ingham TAFE Centre
  - Kirwan State High School
  - Mackay TAFE Main Campus
  - Palm Island TAFE Campus
  - Pimlico State High School
  - Proserpine State High School
  - Ryan Catholic Community College
  - Shalom Christian College
  - St Margaret Mary's
  - St Patrick's College
  - St Teresa's College
  - Thuringowa State High School
  - Townsville Correctional Centre
  - Townsville Grammar School
  - Townsville TAFE Main Campus
  - Whitsunday College of TAFE
- Bremer Institute of TAFE
  - Arthur Gorrie Prison Centre
  - Borallon Correctional Centre
  - Brisbane Women's Correctional Centre
  - Corinda State High School
  - Endevour Buranda
- Bremer Institute of TAFE Cont'd
  - Endevour Wacol
  - Global Commerce and Training Centre
  - Helena Jones Community Correctional Centre
  - Inala Migrant Centre
  - Indooroopilly State High School
  - Ipswich City Campus
  - Ipswich College of TAFE, Bundamba Campus
  - Ipswich Girls Grammar School
  - John Oxley Education Centre
  - Kenmore State High School
  - Moreton Correctional Centre
  - Redbank Plains State High School
  - Richlands
  - Rosewood State High School
  - Runcorn State High School
  - Sir David Longland Correctional Centre
  - St Aidan's Church of England
  - Westfalen Campus
- Brisbane Institute of TAFE
  - Caboolture Campus
  - Gateway
  - Grovely
  - Ithaca
- Central Queensland Institute of TAFE
  - Barcaldine Campus
  - Biloela State High School
  - Blackwater Campus
  - Bolsover Street Campus
  - Callide Dawson TAFE Centre
  - Capricorn Coast TAFE Centre
  - Central Highlands College of TAFE Main Campus
  - Clermont Campus
  - Gladstone State High School
  - Gladstone TAFE Main Campus
  - Glenden Secondary Department
  - Glenmore State High School
  - Longreach Campus
  - Mackay Main Campus
  - Mobile Training Unit
  - Moranbah Campus
  - Quay Street Campus
  - Queensland Mineral Studies Centre (QMISC)
  - Rockhampton Main Campus
  - Sarina State High School
  - Toolooa State High School
  - Woorabinda TAFE Centre
  - Yeppoon State High School
- Cooloola Sunshine Institute of TAFE
  - Adult (Recreational) Education
  - Burnside Centre
  - Caboolture State High School
  - Caloundra Centre
  - Coolum State High School
  - Cooroy Butter Factory
  - Doolan Street
  - Gympie College
  - Immanuel College
  - Kawana State High School
  - Maleny State High School
  - Maroochydore TAFE Centre
  - Mooloolaba TAFE Centre
  - Nambour Main Campus
  - Nambour Police Youth Club
  - Noosa Centre
  - St Patricks College, Gympie
- Gold Coast Institute of TAFE
  - All Saints Anglican School Ltd

APPENDIX D – TRAINING PROVIDER LOCATIONS

- Gold Coast Institute of TAFE Cont'd
  - Aquinas Catholic College
  - Benowa State High School
  - Broadwater Campus
  - Conrad Jupiters Casino
  - Coolangatta Campus
  - Coolangatta Centre for Innovative Learning
  - Coombabah State High School
  - Emmanuel College
  - GCIT Main Campus
  - Gold Coast Off Campus Training
  - Keebra Park State High School
  - Merrimac State High School
  - Miami State High School
  - Palm Beach/Currumbin State High School
  - Parkwood Golf Course
  - Ridgeway Campus
  - Robina Woods Golf Course
  - Southport State High School
  - St Michael's School
  - The Southport School
  - Trinity Lutheran College
- Logan Institute of TAFE
  - Beaudesert and District Day Care Scheme
  - Beenleigh Campus
  - Cyberskills Centre
  - Griffith University – Logan Campus
  - Internet and Business Training Centre
  - Loganlea State High School
  - Main Campus, Meadowbrook
  - Mt Cotton Training Services
- Moreton Institute of TAFE
  - Albany Creek State High School
  - Alexandra Hills State High School
  - Anglican Church Grammar School
  - Anglican Church of Enunciation
  - Aspley State High School
  - Australian Institute of Applied Science
  - Balmoral State High School
  - Banyo State High School
  - Bayside Community College
  - Beaudesert State High School
  - Beenleigh State High School
  - Belmont Shooting Complex
  - Benowa State High School
  - BP House – Herschell Street, Brisbane
  - Bray Park State High School
  - Brisbane State High School
  - Browns Plains State High School
  - Camp Hill State High School
  - Capalaba State High School
  - Carmel College
  - Cavendish Road State High School
  - Christian Outreach College
  - Clairvaux-Mckillop College
  - Cleveland State High School
  - Coolum State High School
  - Coorparoo Secondary College
  - Dunwich State High School
  - Elanora State High School
  - Emmanuel College
  - Everton Park State High School
  - Goldsmith School
  - Golf Mania
  - Helensvale State High School
  - Hendra Secondary College
  - Inala State High School
- Moreton Institute of TAFE Cont'd
  - Kedron State High School
  - Kelvin Grove State High School
  - Kenmore State High School
  - Loganholme Golf Range
  - Loreto Convent
  - Lourdes Hill College
  - Mabel Park State High School
  - Macgregor State High School
  - Manly Bowls Club
  - Mansfield State High School
  - Marsden State High School
  - Merrimac State High School
  - Miami State High School
  - Morningside Campus
  - Mount Gravatt Main Campus
  - Mt Gravatt State High School
  - Mt Maria Senior College
  - Nanango State High School
  - Nerang State High School
  - Nix Computers
  - Noosa District State High School
  - Old Town Hall
  - Our Lady's College
  - Oxley Secondary College
  - Parkridge State High School
  - Pine Rivers State High School
  - Redbank Plains State High School
  - Redcliffe State High School
  - Redland Bay Golf Club
  - Redlands College
  - Remote – Off Campus On the Job Training
  - Reorganised Church of Latter Day Saints
  - Rochedale State High School
  - Runcorn State High School
  - Sandgate District State High School
  - SE Queensland Off Campus On the Job Training
  - Sports Development Academy
  - Springwood State High School
  - St Aidans Anglican Girls School
  - St Hilda's School
  - St Joachim's School Hall
  - St Laurence's College
  - St Matthews Church Hall
  - St Peter's Lutheran College
  - Sunnybank State High School
  - The Dance Works
  - The Southport School
  - Urangan State High School
  - Wellington Point State High School
  - Windaroo Valley SHS
  - Woodridge State High School
  - Wynnum
  - XI Reserve and Park Locations
- Mount Isa Institute of TAFE
  - Kalkadoon State High School
  - Mount Isa College of TAFE
  - Normanton
  - Trade Training Centre Mount Isa Mines
- North Point Institute of TAFE
  - Albany Creek State High School
  - Banyo State High School
  - Caboolture Campus
  - City Campus
  - Golden Circle
  - Kedron State High School
  - Morayfield State High School

APPENDIX D – TRAINING PROVIDER LOCATIONS

- North Point Institute of TAFE Cont'd
  - Mt Alvernia College
  - North Point International
  - North Point TAFE Main Campus
  - Nudgee College
  - Padua College
  - Redcliffe TAFE Centre
  - Sandgate State High School
  - St James College
  - St John Fisher College
- Open Learning Institute of TAFE
  - OLI Customer and Student Services
  - Queensland Distance Education College
  - VET 1 (Vocational Education and Training)
- Southbank Institute of TAFE
  - Coorparoo Campus
  - Cotah - South Brisbane Campus
  - Kangaroo Point
  - Marist Brothers Ashgrove
  - Morningside Campus
  - Off-Campus TAFE/SEC
  - Old Town Hall - Adult Education
  - Sommerville House
  - South Brisbane College of TAFE
  - Toowong State High School
- Southern Queensland Institute of TAFE
  - Beaudesert
  - Bridge and North Street – On Campus
  - Charleville – On Campus
  - Chinchilla State High School – On Campus
  - Dalby – Off Campus
  - Dalby – On Campus
  - Hume Street – On Campus
  - Kingaroy – Off Campus
  - Kingaroy – On Campus
  - Margaret Street – On Campus
  - Nurunderi – Off Campus
  - Nurunderi – On Campus
  - Roma – Off Campus
  - Roma – On Campus
  - SQIT Rural Training – Off Campus
  - SQIT Rural Training – On Campus
  - Stanthorpe – Off Campus
  - Stanthorpe – On Campus
  - Toowoomba – Off Campus
  - Warwick – Off Campus
  - Warwick – On Campus
- Tropical North Queensland Institute of TAFE
  - Atherton Campus
  - Bamaga Campus
  - Cairns College
  - Cairns – ATSI Remote Delivery
  - Cooktown Campus
  - Douglas Campus, Mossman
  - Johnstone College, Innisfail
  - Mareeba Campus
  - Ravenshoe Campus
  - Thursday Island Campus
  - Tully Campus
  - Weipa Campus
- Wide Bay Institute of TAFE
  - Aldridge State High School
  - Automotive
  - Bundaberg Campus
  - Central Plaza
  - College Farm
  - Fishing and Marine Campus
  - Gayndah Campus

- North Point Institute of TAFE Cont'd
  - Gayndah State High School
  - Glendyne Youth Training Centre
  - Hervey Bay Senior College
  - Hervey Bay State High School
  - Maryborough City Campus
  - Maryborough Main Campus
  - Mundabbera Campus
  - Rural Campus
  - Shalom College
  - Urangan State High School
- Yeronga Institute of TAFE
  - ACE Chelmer Pottery
  - ACE Moorooka Bowls Club
  - ACE Operation Newstart
  - ACE Yeronga Croquet
  - Annerley Campus
  - Borallon Correctional Centre
  - Carina Bowls Club
  - Chelmer Centre
  - Ferny Grove State High School
  - Glenwood Street, Chelmer
  - Hendra State High School
  - Holland Park - Multi Sports
  - John Oxley Education Centre
  - Moreton Correctional Centre
  - Sir David Longland Correctional Centre
  - Sir Lesley Youth Correctional Centre
  - St Joachim's School Hall
  - Toowong State High School
  - Wacol Correctional Centre
  - Woodford Correctional Centre
  - Yeronga Institute of TAFE – Main Campus
  - Yeronga State High School

University of Queensland, Gatton College

Queensland Rural Training Colleges

- Burdekin Agricultural College
  - Burdekin Campus
  - Mareeba Campus
- Dalby Agricultural College
- Emerald Agricultural College
- Longreach Pastoral College

Western Australia

WA Department of Training

- Aboriginal Services Bureau
  - Aboriginal and Islander Music College
  - Karrayili Adult Education Centre
  - Marr Mooditj
  - Ministry of Justice
    - Bandyup
    - Broome
    - C.V.P.
    - Casuarina
    - EGRP
    - Greeno
    - Karnet
    - Pardelup
    - Roebourne
    - Wooroloo
  - Ngaanyatjarra Community College
- C.Y. O'Connor College of TAFE
  - Canning Vale Campus
  - Casuarina Prison

APPENDIX D – TRAINING PROVIDER LOCATIONS

- C.Y. O'Connor College of TAFE Cont'd
  - Flexible Learning Centre
  - Karnet Campus
  - Kellerberrin Campus
  - Merredin Campus
  - Moora Campus
  - Narrogin Campus
  - Northam Campus
  - Wooroloo Campus
- Central Metropolitan College of TAFE
  - Advanced Manufacturing Technologies Centre
    - East Perth
    - Subiaco
  - Casuarina Prison
  - Leederville Campus
  - Mt Lawley Campus
  - Perth Campus
  - School of Dental Clinic Assisting, Wembley
  - WA School of Art, Design and Multimedia
    - Claremont School of Art Annexe
    - Fremantle Prison Annexe
    - Wembley Printing Annexe
- Central West College of TAFE
  - Abroholis Island
  - Burringurrah TAFE Centre
  - Carnamah TAFE Centre
  - Cue Technical Centre
  - Dongara TAFE Centre
  - Exmouth TAFE Centre
  - Gascoyne Regional TAFE Centre
  - Geraldton Campus
  - Kalbarri TAFE Centre
  - Leeman Technical Centre
  - Meekatharra TAFE Centre
  - Mingenew TAFE Centre
  - Morawa TAFE Centre
  - Mullewa TAFE Centre
  - Perenjori Technical Centre
  - Shark Bay TAFE Centre
  - Tardun TAFE Centre
  - Walkaway TAFE Centre
- Great Southern Regional College of TAFE
  - Albany Campus
  - Albany Regional Prison
  - Cranbrook TAFE Centre
  - Denmark TAFE Centre
  - External Studies Centre
  - Gnowangerup TAFE Centre
  - Jerramungup TAFE Centre
  - Katanning Campus
  - Kojonup TAFE Centre
  - Mt Barker Campus
  - Pardelup Prison Farm
  - Tambellup TAFE Centre
  - Walpole TAFE Centre
  - Wellstead TAFE Centre
- Hedland College
  - Hedland College
  - Jigalong Annexe
  - Newman Campus
  - Pundulmurra Campus
  - Roebourne Education Centre
- Karratha College
  - Ashburton Campus
  - Karratha Campus
  - Onslow Annexe
  - Pannawonica Annexe
- Karratha College Cont'd
  - Paraburdoo Annexe
  - Wickham Annexe
- Kimberley College of TAFE
  - Broome Campus
  - Derby Campus
  - Halls Creek Campus
  - Kununurra Campus
  - Wyndham Campus
- Midland College of TAFE
  - Eastern Hills TAFE Centre
  - Ellenbrook Centre
  - Jandakot Campus
  - Midland Campus
  - Midland External Studies
  - Midland Prison's Delivery
  - St Brigid's Centre
  - Swan Tertiary Education Centre
- South East Metropolitan College of TAFE
  - Armadale TAFE Centre
  - Belmont TAFE Centre
  - Bentley Campus
  - Cannington TAFE Centre
  - Carlisle Campus
  - Clontarf Aboriginal College
  - Como TAFE Centre
  - Kalamunda TAFE Centre
  - Kelmscott TAFE Centre
  - Lynwood TAFE Centre
  - Thornlie Campus
  - Victoria Park TAFE Centre
- South Metro College of TAFE
  - Applecross TAFE Centre
  - Boddington TAFE Centre
  - College Business Centre
  - Fremantle Campus
  - Fremantle Maritime Centre
  - John Curtin TAFE Centre
  - Kwinana TAFE Centre
  - Mandurah TAFE Centre
  - Marine Training Centre - Henderson
  - Murdoch Campus
  - Peel Regional Campus
  - Pinjarra TAFE Centre
  - Rockingham Regional Campus
  - Rossmoyne TAFE Centre
  - Two Rocks Maritime Centre
  - Waroona TAFE Centre
- South West Regional College of TAFE
  - Augusta TAFE Centre
  - Boyup Brook TAFE Centre
  - Bridgetown TAFE Centre
  - Brunswick TAFE Centre
  - Bunbury Campus
  - Busselton Campus
  - Collie Campus
  - Donnybrook TAFE Centre
  - Dunsborough TAFE Centre
  - Harvey Campus
  - Manjimup Campus
  - Margaret River Campus
  - Nannup TAFE Centre
  - Northcliffe TAFE Centre
  - Pemberton TAFE Centre
- West Coast College of TAFE
  - Adult Migrant Education Service (AMES)
  - Balga Campus

APPENDIX D – TRAINING PROVIDER LOCATIONS

West Coast College of TAFE Cont'd
- Carine Campus
- Carine TAFE Centre
- Churchlands TAFE Centre
- Craigie TAFE Centre
- Embleton TAFE Centre
- Joondalup Campus
- Scarborough TAFE Centre
- Subiaco TAFE Centre
- Woodsome Street TAFE Centre

Curtin University of Technology
- Coolgardie
- Esperance Tertiary Education Centre
- Kalgoorlie VTEC Campus
- Kambalda
- Laverton
- Leonora

Edith Cowan University
- WA Academy of Performing Arts

Notre Dame University of Australia
- Broome Campus

South Australia

SA Department of Employment, Training and Education

Adelaide Institute of TAFE
- Adelaide Institute of TAFE – Main Campus
- Centre for the Performing Arts (CPA)
- English Language and Literacy Services (ELLS)
  - Renaissance Centre, Adelaide
- Flinders Street School of Music
- North Adelaide School of Art
- Adelaide Institute – Open Learning and Flexible Delivery

Douglas Mawson Institute of TAFE
- Croydon Campus
- Marleston Campus
- Panorama Campus
- Port Adelaide Campus

Murray Institute of TAFE
- Barossa Valley Campus
- Berri Campus
- Clare Campus
- Gawler Campus
- Loxton Campus
- Murray Institute – Flexible Delivery
- Renmark Campus
- Waikerie Campus

Onkaparinga Institute of TAFE
- Mount Barker Campus
- Murray Bridge Campus
- Noarlunga Campus
- O'Halloran Hill Campus
- Onkaparinga Institute – Video Conferencing
- Onkaparinga Institute – Work Place Delivery
- Victor Harbor Campus

Regency Institute of TAFE
- Elizabeth Campus
- Parafield Campus
- Regency Campus
- Salisbury Campus

South East Institute of TAFE
- Bordertown Learning Centre
- Keith Learning Centre

South East Institute of TAFE Cont'd
- Kingston Learning Centre
- Lucindale Learning Centre
- Millicent Campus
- Mount Gambier Campus
- Naracoorte Campus
- Old Town Hall, Mount Gambier
- Penola Learning Centre
- Robe Learning Centre
- South East Institute – Video Conferencing

Spencer Institute of TAFE
- Ceduna Campus
- Cleve Campus
- Coober Pedy Campus
- Jamestown Branch
- Kadina Campus
- Kimba Campus
- Leigh Creek Campus
- Narungga Branch
- Peterborough Branch
- Port Augusta Campus
- Port Lincoln Campus
- Port Pirie Campus
- Roxby Downs Campus
- Spencer Institute – Open Learning
- Whyalla Campus
- Woomera Campus
- Wudinna Campus
- Yorketown Campus

Torrens Valley Institute of TAFE
- Brookway Park Campus
- Cheltenham Campus
- Gilles Plains Campus
- Tea Tree Gully Campus
- Torrens Valley Institute – Flexible Delivery
- Torrens Valley Institute – Work Place

University of South Australia
- City East Campus
- City West Campus
- The Levels Campus

Workers Educational Association of South Australia Incorporated

SA Adult and Community Education Unit

Tasmania

TAFE Tasmania

Drysdale Institute of TAFE
- Drysdale Charles Street Campus, Launceston
- Drysdale Collin Street Campus, Hobart

Fee Paying Adult Education
- Burnie
- Campbell Town
- Deloraine
- Devonport
- Domain House Centre, Glebe
- Exeter
- Flinders Island
- George Town
- Huon
- Kentish
- Kingborough,
- Launceston

APPENDIX D – TRAINING PROVIDER LOCATIONS

Fee Paying Adult Education Cont'd
- Lilydale
- Longford / Cressy / Perth
- Northern Suburbs
- Rosny
- Scottsdale
- Smithton
- South Hobart
- St Helens
- St Marys
- Swansea
- Ulverstone
- Westbury
- Wynyard and West Coast

Institute of Adult Education and Community Services
- Burnie
- Devonport
- Huon
- Kingborough
- Launceston
- Northern Suburbs
- Rosny
- Ulverstone
- Waterworth
- Wynyard and West Coast

Institute of Business, Institute of Industry, Institute of Natural Resources
- Alanvale Campus, Newnham
- Clarence Campus
- Launceston City Campus
- Mooreville Road Campus, Burnie
- Queenstown Campus
- Tasman Campus, Hobart
- Valley Road Campus, Devonport
- Wellington Square Campus, Launceston

Northern Territory

NT Employment and Training Authority

Batchelor College
- Alice Springs Campus
- Community Study Centres
  - Acacia
  - Alyangula
  - Angurugu
  - Aplurrurulam
  - Areyonga
  - Atitjere
  - Docker River
  - Elliott
  - Galiwin'ku
  - Gapuwiyak
  - Gunbalanya
  - Jilkminggan
  - Lajamanu
  - Ltyentye Apurte
  - Maningrida
  - Milikapiti
  - Milingimbi
  - Minyerri
  - Mt Liebig
  - Nguiu
  - Ngukurr
  - Numbulwar
  - N'taria
  - Nyirrpi
- Community Study Centres Cont'd
  - Papunya
  - Purlangimpi
  - Ramingining
  - Tennant Creek
  - Timber Creek
  - Ti Tree
  - Utopia
  - Wadeye
  - Warrawi
  - Willowra
  - Yirrkala
  - Yuelamu
  - Yuendumu
- Darwin Annexe
- Katherine Annexe
- Main Campus, Batchelor
- Nhulunbuy Annexe
- Tennant Creek Annexe

Centralian College
- Centralian Enterprise Centre, Alice Springs
- Gillen Campus, Alice Springs
- Grevillea Campus, Alice Springs
- Sadadeen Campus, Alice Springs
- Tennant Creek Campus
- Workplace
- Yulara Campus

Northern Territory Rural College
- Katherine Campus
- Main Campus
- Mataranka Campus
- Workplace

Northern Territory University
- Alice Springs
- Angurugu
- Bagot Community
- Borroloola
- Casuarina
- Casuarina – Admissions
- Croker Island
- Daluk Daluk
- Elliot
- External
- Galiwinku
- Gapuwiyak
- Gunbalanya
- Hodgson Downs
- Jabiru
- Katherine
- Lajamanu
- Maningrida
- Manmoyi
- Marthakal
- Milikapiti
- Milingimbi
- Minjilang
- Nguiu
- Nhulunbuy
- Numbulwar
- Oenpelli
- Palmerston
- Pepimenarti
- Pine Creek
- Pirlangimpi
- Port Keats
- Tennant Creek
- Titjikala

APPENDIX D – TRAINING PROVIDER LOCATIONS

Tiwi Campus
    Yirrkala

Casuarina Senior College

Australian Capital Territory

Canberra Institute of Technology
- Bruce Campus
- Fyshwick Campus
- Other
- Reid Campus
- Southside Campus
- Unspecified
- Watson Campus
- Weston Campus

ACT Adult and Community Education
- Alzheimer's Association of ACT
- Australian Red Cross ACT Division
- Australian Sign Language Interpreters
- Belconnen Community Service
- CIT Faculty of Communication and Community Service
- CIT Solutions
- Epilepsy Association of the ACT
- Isabella Plains Neighbourhood House
- Migrant Resources Centre
- Noah's Ark Resource Centre
- Resolution Centre
- Salvation Army
- Studio One
- Tuggeranong Community Service
- Tuggeranong Link
- Wester Creek Community Association
- Winangana Indigenous Vocational Training
- Work Resources Centre

APPENDIX E – 1998 NATIONAL FINANCIAL DATA

This appendix is drawn from information published in *Australian Vocational Education and Training Statistics - 1998 Financial Data* (1998 calendar year) produced by the National Centre for Vocational Education Research under contract to the Australian National Training Authority. Original data have not been provided to the Data Research and Analysis Branch of NCVER and accordingly any issues relating to the contents of this appendix should be directed to State and Territory training authorities.

Differences also exist between the accounting policies applied by the States and Territories, particularly in respect of the valuation and measurement of investments and property, and plant and equipment. This impacts on any direct comparisons between States and Territories.

Scope

The financial data collection focuses on VET provision that is funded wholly or in part from public funds. It includes VET administered or provided by the main VET training authority within each State and Territory, other public VET organisations in that State or Territory and the Australian National Training Authority. A list of the organisations included within the data collection is provided at Appendix 1 in *Australian Vocational and Training Statistics - 1998 financial data.*

The financial data was prepared in accordance with the AVETMIS Standard for VET Financial Data and reviewed by the National Centre for Vocational Education Research (NCVER) Ltd. This review was limited in its scope as States/Territories and ANTA were not required to submit detailed working papers but the data was to be supported by relevant working papers held by them and where possible, reconciled to public documents such as annual reports and budget papers.

As the review is limited in its scope the responsibility for the extraction and reporting of the data is the responsibility of the individual entities.

Accrual Reporting

Revenue and expenditures are reported for the accounting periods, which relate to when the revenue was earned or expenditure incurred and not when the cash was received or paid. Expenditures which are for general maintenance or recurrent services received are included as period *operating expenses* while those for purchasing or constructing an asset which will be utilised over future periods are *capitalised* as asset costs.

It should be noted that the figures reported in this publication from 1997 onwards on operating revenues and expenses are prepared on an accrual-basis whereas the figures prior to this on operating receipts and payments are on a cash basis (adjusted for some non-cash transactions). This difference limits, but not significantly, direct comparison between years.

Cash Reporting

Receipts and payments are reported for the accounting periods in which the cash receipts or cash payments were received or made.

APPENDIX E – 1998 NATIONAL FINANCIAL DATA

The scope of VET adopted in the financial data collected encompasses information consolidated by State and Territory training organisations on all VET activity including:

- fee for service;
- commercial operations
- capital items;
- regulatory and administration activities;
- adult and community education to the extent conducted within State and Territory training organisations.

The scope of VET financial data collection has been developed after consultation with the States and Territories and was endorsed for the current data collection. There have been some revisions to reported 1997 figures to reflect restructured organisations and improved data reporting systems. For further information on these revisions refer to the Explanatory Notes Section in *Australian Vocational Education and Training Statistics - 1998 Financial Data.*

Item Definitions

Receipts:

Operating Receipts	User fees and charges, ancillary trading, student fees and charges, donations and contributions and other receipts received and retained by the training organisation and over which it retains control.
Fee for Service Revenue	Fees received from individuals other than regulatory student fees, and organisations including Government organisations for on and off-the-job vocational education and training and for other training related purposes that are paid to and retained by the provider. Included are Overseas students fees, government and private revenues for the specific training usually on a tendering/pricing basis, consultancy fee and fees for Adult and Community Education passing through the accounts of public training providers.
Ancillary Trading Revenue	Amounts received for miscellaneous services, special projects, sale of materials, hospitality and contracting fees for commercial rather than training related purposes.
Student Fees and Charges Revenue	Fees for non-overseas students arising out of specific legislation, parliamentary, cabinet or ministerial approvals. Includes administration charges, tuition fees, materials fees and student amenities fees passing through the accounts of the public Training Provider(s).
Other Revenue	Revenue from other sources not categorised above.
Government Revenue	Revenues from government include recurrent, capital and other parliamentary appropriations over which the VET entity gains control during the reporting period, amounts equivalent to any of the entity's liabilities assumed by another entity and the value of any resources received free of charge. Note payments to VET entities of Government funds under individual contracts for services are classified as Fee for Service revenues.
Capital Receipts	Funds received for capital expenditure such as land, buildings and plant and equipment.
Capital Payments	Payments for capital infrastructure such as land, buildings and plant and equipment

Payments and Activities:

Operating Payments	Expenditure for recurrent goods and services.
Employee Costs Expense	Expenses for salaries, wages and related costs for full-time, part-time or casual employees.
Supplies and Services Expense	Expenses for supplying operating materials and servicing operating requirements.
Grants and Subsides Expense	Expenses generally in the form of non-repayable contributions and subsidies to individuals and organisations for VET expenditures other than delivery. For example, expenses for apprentices and trainees for travel, accommodation and other "off the job" training assistance, vocational education and training initiatives such as group schemes and aboriginal program assistance. The national payments to States/Territories for national projects and national programs and generic grants and subsidies to Adult and Community Education organisations substantially for administration and infrastructure support.
Expenditure to Non-TAFE Providers for VET Delivery	Expenditure for course delivery (ie generally Student Contact/Curriculum Hours) being provided to other VET entities such as Private Providers, Secondary Schools, Independent Rural Colleges. The payment to these providers would generally be based on formal contracted training agreements and/or tendering arrangements and would normally be out of funding set aside by State/Territory Training Organisations from funds to be allocated to their own TAFE Institute/College networks.
Depreciation and Amortisation Expense	Depreciation is the expense of that part of the value of non-current assets with limited useful lives which has been lost or consumed in the current reporting period in earning revenue or providing services. Amortisation is the term, which would similarly apply to non-current assets such as finance leases or set up costs of loans.
Delivery Provision and Support Expense	Delivery Provision expenses are expenses which can be directly attributed to particular teaching activities or learning areas such as salaries wages and oncosts for teachers and tutors including supervisory teaching staff, Heads of Departments and Schools. Salaries, wages and oncosts for non-teaching support staff directly associated with a particular teaching activity, material supplies and services expenses, facilities costs capable of direct association with a particular teaching activity should also be included in this expense category. Delivery Support expenses are expenses of a School, Department at a Provider location but cannot be directly attributed to a particular teaching activity or learning area such as salaries, wages and oncosts for broad learning area, classroom and teaching support roles eg., educational assistants, shared supplies and consumables, shared institutional facilities, curriculum development for major curriculum projects and course accreditation.
Administration and General Services Expense	Administration and General Services Expenses are the expenses incurred in general management and administration at College, Institute and State Office locations for providing corporate services other than administration expenses for staff directly attached to support a particular teaching activity, learning area or curriculum development. Also included would be expenses of recognition of training and training providers, regulatory activities and advisory and consultative arrangements.

Property, Plant and Equipment Services Expense	Property, Plant & Equipment Services expenses are for operating and maintaining buildings, grounds and equipment, including wages of ancillary staff and building and grounds services contracts. Also included are expenses associated with asset management, project planning and project management of major capital works.
Student Services and Other Services Expense	Student Services expenses are expenses incurred providing services to students outside of formal teaching, including expenses associated with and supporting the welfare of students such as counselling, disabilities, health services, employment services, child care, accommodation services, student amenities and student associations. Other Services are for expenses that have no immediate or perceived outcome benefits to the Training Organisation such as specialist consulting, release to industry, redundancies, research and development and commercial operations.

Key financial data

This section presents key financial data in respect of:

- operating and government recurrent receipts
- operating payments
- operating payments by activity
- capital receipts and payments

The information is presented as tables to facilitate user understanding of the significant aspects of VET operations. It has been extracted from the national financial data (Section 2 of *Australian Vocational Education and Training Statistics - 1998 Financial Data*) and the note references under the tables refer to the notes to and forming the national financial data.

APPENDIX E – 1998 NATIONAL FINANCIAL DATA

Table 1

Operating Revenues, 1997 and 1998 ($'000,000)

Revenue Classification:	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	ANTA	Total
State Government										
1998	876.6	441.4	376.0	207.2	146.8	49.1	48.1	45.3	0.0	2,190.5
Percentage of State Total	67.5	49.3	61.7	59.6	52.7	55.2	73.6	57.7	0.0	58.8
1997	879.1	400.2	365.0	198.7	136.9	53.1	44.3	49.1	0.0	2,126.4
Percentage of State Total	65.6	45.4	61.8	57.8	51.5	56.1	70.7	58.0	0.0	56.1
Commonwealth Government										
1998	289.9	186.0	142.5	69.2	63.0	24.6	13.0	15.6	61.7	865.6
Percentage of State Total	22.3	20.8	23.4	19.9	22.6	27.7	19.9	19.9	96.7	23.2
1997	269.1	217.7	141.4	74.1	66.6	25.4	14.0	17.5	121.5	947.2
Percentage of State Total	20.1	24.7	23.9	21.5	25.0	26.8	22.3	20.7	98.7	25.0
Fee for Service										
1998	64.0	152.9	33.7	30.5	23.7	7.5	0.9	9.7	0.0	322.9
Percentage of State Total	4.9	17.1	5.5	8.8	8.5	8.4	1.4	12.3	0.0	8.7
1997	99.0	152.3	32.9	30.1	20.0	4.8	0.9	11.1	0.0	351.1
Percentage of State Total	7.4	17.3	5.6	8.8	7.5	5.1	1.5	13.1	0.0	9.3
Student Fees and Charges										
1998	35.4	41.0	33.8	20.1	16.8	3.0	0.9	4.3	0.0	155.2
Percentage of State Total	2.7	4.6	5.5	5.8	6.0	3.3	1.4	5.4	0.0	4.2
1997	35.7	39.8	28.3	18.2	23.0	5.2	1.0	4.4	0.0	155.7
Percentage of State Total	2.7	4.5	4.8	5.3	8.7	5.5	1.6	5.2	0.0	4.1
Ancillary Trading & Other										
1998	32.7	73.7	23.9	20.5	28.3	4.8	2.4	3.7	2.1	192.1
Percentage of State Total	2.5	8.2	3.9	5.9	10.2	5.4	3.7	4.7	3.3	5.2
1997	57.0	71.7	23.0	22.7	19.5	6.1	2.5	2.5	1.7	206.6
Percentage of State Total	4.3	8.1	3.9	6.6	7.3	6.5	3.9	3.0	1.3	5.5
Total										
1998	1,298.7	895.0	609.9	347.5	278.6	89.0	65.3	78.6	63.8	3,726.3
1997	1,339.8	881.7	590.6	343.8	266.1	94.6	62.7	84.6	123.1	3,787.1

Table 2

Operating Expenditure, 1997 and 1998 ($'000,000)

Expenditure Category:	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	ANTA	Total
Employee Costs										
1998	956.4	568.5	369.6	223.9	186.8	60.7	38.4	56.1	8.2	2,468.4
Percentage of State Total	68.2	59.8	56.2	59.8	63.4	62.3	53.2	62.0	12.0	61.6
1997	952.8	574.1	371.6	225.9	175.0	58.3	37.0	56.3	6.0	2,456.9
Percentage of State Total	67.8	61.4	59.9	62.0	60.6	62.5	56.2	64.4	6.3	62.1
Supplies and Services (a)										
1998	271.9	227.7	153.6	107.1	71.3	21.8	19.2	25.8	4.8	903.3
Percentage of State Total	19.4	24.0	23.4	28.6	24.2	22.4	26.6	28.6	7.0	22.5
1997	273.1	226.5	150.2	96.0	80.5	24.2	17.5	20.1	6.5	894.5
Percentage of State Total	19.4	24.2	24.2	26.4	27.9	26.0	26.5	23.0	6.9	22.6
Grants and Subsidies										
1998	37.0	26.8	23.6	1.5	4.3	5.0	6.1	0.1	54.8	159.1
Percentage of State Total	2.6	2.8	3.6	0.4	1.5	5.1	8.4	0.1	80.4	4.0
1997	49.2	38.3	15.9	1.1	3.6	1.5	5.3	1.1	81.4	197.3
Percentage of State Total	3.5	4.1	2.6	0.3	1.2	1.6	8.1	1.3	86.3	5.0
Payments to Non-TAFE Providers for VET Delivery										
1998	53.9	64.5	73.0	20.2	20.1	3.3	3.6	4.5	0.0	243.1
Percentage of State Total	3.8	6.8	11.1	5.4	6.8	3.4	5.0	5.0	0.0	6.1
1997	47.2	35.6	50.0	15.3	18.0	2.6	3.4	3.7	0.0	175.7
Percentage of State Total	3.4	3.8	8.1	4.2	6.2	2.7	5.2	4.3	0.0	4.4
Depreciation and Amortisation										
1998	83.6	62.7	37.4	21.8	12.0	6.5	4.8	3.9	0.4	233.2
Percentage of State Total	6.0	6.6	5.7	5.8	4.1	6.7	6.7	4.3	0.6	5.8
1997	82.2	60.4	32.9	25.9	11.8	6.7	2.6	6.3	0.5	229.1
Percentage of State Total	5.9	6.5	5.3	7.1	4.1	7.2	4.0	7.2	0.5	5.8
Total										
1998	1,402.8	950.1	657.2	374.6	294.4	97.3	72.2	90.4	68.2	4,007.2
1997	1,404.4	934.9	620.5	364.1	288.8	93.3	65.8	87.4	94.3	3,953.6

(a) Includes other operating expenses.

Table 3

Operating Expenditure by Activity, 1997 and 1998 ($'000,000)

Expenditure Activity:	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	Total
Delivery Provision and Support									
1998	1,030.2	627.7	411.6	252.9	186.9	58.8	33.6	62.5	2,664.2
Percentage of State Total	73.4	66.1	62.6	67.5	63.5	60.4	46.6	69.2	67.6
1997	1,069.0	612.0	391.2	226.7	189.3	53.0	33.1	62.4	2,636.6
Percentage of State Total	76.1	65.5	63.1	62.3	65.5	56.8	50.3	71.4	68.3
Administration and General Services									
1998	253.5	161.6	136.5	73.1	61.5	17.9	19.2	10.6	734.0
Percentage of State Total	18.1	17.0	20.8	19.5	20.9	18.4	26.6	11.7	18.6
1997	242.0	158.1	187.3	75.0	68.8	25.8	19.3	14.2	790.5
Percentage of State Total	17.2	16.9	30.2	20.6	23.8	27.6	29.3	16.3	20.5
Property, Plant and Equipment Services									
1998	30.1	88.2	88.1	31.6	24.1	9.3	7.9	8.4	287.7
Percentage of State Total	2.1	9.3	13.4	8.4	8.2	9.6	10.9	9.3	7.3
1997	31.3	84.5	20.3	42.9	22.8	8.2	8.3	7.5	225.9
Percentage of State Total	2.2	9.0	3.3	11.8	7.9	8.8	12.6	8.6	5.9
Student Services and Other Services									
1998	89.0	72.6	21.0	16.9	21.9	11.3	11.5	8.9	253.1
Percentage of State Total	6.3	7.6	3.2	4.5	7.4	11.6	15.9	9.8	6.4
1997	62.0	80.4	21.6	19.5	7.9	6.4	5.2	3.3	206.2
Percentage of State Total	4.4	8.6	3.5	5.3	2.7	6.8	7.8	3.7	5.3
Total									
1998	1,402.8	950.1	657.2	374.6	294.4	97.3	72.2	90.4	3,939.0
1997	1,404.4	934.9	620.5	364.1	288.8	93.3	65.8	87.4	3,859.2

The ANTA expenditure has not been allocated to activities.

Table 4

Capital Receipts and Payments, 1997 and 1998 ($'000,000)

Expenditure Activity:	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	ANTA	Total
State Funding										
1998	39,551	33,305	18,043	9,858	4,561	734	616	6,311	0	112,979
Percentage of Total	35.0	29.5	16.0	8.7	4.0	0.6	0.5	5.6	0.0	100.0
1997	49,484	31,519	24,173	12,947	5,704	3,547	415	2,696	0	130,485
Percentage of Total	37.9	24.2	18.5	9.9	4.4	2.7	0.3	2.1	0.0	100.0
Commonwealth Funding										
1998	65,208	42,055	31,116	19,070	18,244	10,566	4,393	2,970	0	193,622
Percentage of Total	33.7	21.7	16.1	9.8	9.4	5.5	2.3	1.5	0.0	100.0
1997	67,471	49,675	35,548	16,617	12,421	1,708	3,600	3,474	0	190,514
Percentage of Total	35.4	26.1	18.7	8.7	6.5	0.9	1.9	1.8	0.0	100.0
Total Funding										
1998	104,759	75,360	49,159	28,928	22,805	11,300	5,009	9,281	0	306,601
Percentage of Total	34.2	24.6	16.0	9.4	7.4	3.7	1.6	3.0	0.0	100.0
1997	116,955	81,194	59,721	29,564	18,125	5,255	4,015	6,170	0	320,999
Percentage of Total	36.4	25.3	18.6	9.2	5.6	1.6	1.3	1.9	0.0	100.0
Total Expenditure										
1998	93,729	69,662	47,204	31,778	8,988	10,229	5,012	7,131	444	274,177
Percentage of Total	34.2	25.4	17.2	11.6	3.3	3.7	1.8	2.6	0.2	100.0
1997	96,416	109,036	77,621	32,807	10,003	4,323	4,546	8,020	444	343,216
Percentage of Total	28.1	31.8	22.6	9.6	2.9	1.3	1.3	2.3	0.1	100.0

APPENDIX F - CLASSIFICATIONS

The classifications listed in this appendix are:

1. Aboriginal/Torres Strait Islander Status
2. Age of Client
3. At School Flag
4. Country of Birth
5. Disability Type
6. Discipline Group
7. Employment Category
8. Field of Study
9. Funding Source
10. Geographic Region
11. Highest School Level Completed
12. Language (Spoken at Home)
13. Module Result
14. Not Known
15. Overseas Full-Fee Paying Client
16. Prior Educational Achievement
17. Qualification Category
18. Sex
19. Stream of Study

For more detailed information on classifications, refer to AVETMISS Release 2.0 Vol. IV.

1. Aboriginal/Torres Strait Islander Status

The Aboriginal/Torres Strait Islander (ATSI) Status is a flag (Y/N) that indicates whether or not the client has declared him or herself to be of Aboriginal or Torres Strait Islander origin.

2. Age of Client

The Client's age for this collection is calculated as the difference in years between June 30 1998 and the client's date of birth.

3. At School Flag

The At School flag is used to indicate whether or not a clients is still attending secondary school.

4. Country of Birth

The Country (of Birth) classification identifies a country that may be nominated as the birthplace of an individual. The Australian Standard Classification of Countries for Social Statistics (ASCCSS) is used to classify countries.

Country codes are four digit numeric codes and form a hierarchical classification scheme where the first digit represents a broad geographical grouping and subsequent non-zero digits offer successively narrower definitions.

In this publication, the Country of Birth information has been presented by grouping the classifications into four categories:

a)	Australia	
b)	Mainly English speaking countries:	Includes Canada, Channel Islands, England, Ireland, Isle of Man, New Zealand, Northern Ireland, Scotland, South Africa, United Kingdom, United States of America and Wales.
c)	Other countries:	Includes all other countries not in a) and b) above.
d)	Not Known:	Includes '0000', '0002', blank and invalid codes.

5. Disability Type

A classification of a disability which an individual may have where:

a) the disability is both significant and permanent; and
b) for a specific enrolment, the disability may affect performance in the course or module.

The classification is consistent with the International Classification of Impairments, Disabilities and Handicaps as published by the World Health Organisation (Geneva 1980) and on which the ABS bases national surveys.

Valid Codes are as follows:

01	Visual/Sight/Seeing
02	Hearing
03	Physical
04	Intellectual
05	Chronic Illness
06	Other Disability
07	Unspecified Disability

6. Discipline Group

The Discipline Group classification has been adopted to describe the primary content of a module, independent of the context in which it may be taught.

The classification has a hierarchical structure in the format:

BBDDMmm where

BB	identifies the branch of learning
DD	identifies the broad discipline group level
M	identifies the major discipline group level
mm	identifies the minor discipline group level

The 13 branches of learning, and the broad discipline group levels, are as follows:

01 Humanities

English, History, Philosophy, Ethnic/Area Studies, Languages other than English, Communication Studies, Religious Studies, Other Humanities.

02 Social Studies

Behavioural Sciences, Geography, Library/Archival Studies, Welfare, Counselling, Sociology, Political Science, Government, Other Social Studies.

03 Education

Education Studies, Teaching Techniques and Practice, Train the Trainer, Other Education.

04 Sciences

Biological Sciences, Earth Sciences, Physical/Materials Sciences, Pharmacology, Chemical Sciences, Other Sciences.

05 Mathematics, Computing

Mathematics, Statistics, Computer Based Information Science, Computer Science, Other Mathematics and Computing.

06 Visual/Performing Arts

Art, Graphic Arts/Fashion Design, Craft, Ornaments, Performing Arts, Music, Other Visual/Performing Arts.

07 Engineering, Processing

Chemical, Civil/Structural, Electrical/Electronic/Computer/Communications, Mechanical/Automotive/Aeronautical, Mining, Industrial/Processing, General Engineering, Other Engineering/Processing.

08 Health Sciences

Medical Technology, Therapies/Therapeutic Technology, Nursing, Nutrition/Dietetics, Environmental Health, Medicine/Medical Science, Dentistry/Dental Services, Optometry/Optical Technology, Community/Family/Personal Health Care, Other Health Sciences.

09 Administration, Business, Economics, Law

Economics, Accounting, Commerce/Sales/Service, Management/Administration, Secretarial Studies, Law/Justice/Legal Studies, Other Administration/Business/Economics/Law.

10 Built Environment

Architecture, Environmental/Product Design, Building/Construction, Surveying, Other Built Environment

11 Agriculture, Renewable Resources

Agriculture, Animal Husbandry, Forestry/Parks/Wildlife, Veterinary Science, Renewable Resources, Other Agriculture/Renewable Resources.

12 Hospitality, Tourism and Personal Services

Hospitality, Tourism, Personal Services

13 Social, Educational and Employment Skills

Social Skills, Educational Skills, Employment Skills

7. Employment Category

The employment category describes the category of employment of a client.

AVETMISS codes, based on those used by ABS are:

01 Full time employee
02 Part time employee
03 Self employed - not employing others
04 Employer
05 Employed - unpaid family worker
06 Unemployed - seeking full time work
07 Unemployed - seeking part time work
08 Not employed - not seeking employment
Not Stated

In this publication, the Employment Category information has been presented by grouping the above classifications into four categories:

a)	Employed:	Codes 01 to 05
b)	Unemployed:	Codes 06 and 07
c)	Not in Workforce:	Code 08
c)	Not Known:	Includes blank, invalid and not known codes.

8. Field of Study

The Field of Study classification has been adopted to enable courses with the same or similar vocational emphasis to be reliably classified.

The classification has a three-tiered structure: a two-digit numeric code for the broad field (this uses this level of classification), and within the broad field, a further sub-classification into major and minor fields.

The 12 broad fields, and the major field classifications within each, are as follows:

01 Land and Marine Resources, Animal Husbandry

Agriculture/Forestry, Animal Husbandry, Fishing and Agricultural/Land/Rural Services and Supplies, Fisheries, Lands, Parks and Agriculture Management.

02 Architecture, Building

Architecture, Building, Urban and Regional Planning.

03 Arts, Humanities and Social Sciences

Humanities and Social Sciences, Language Studies, Visual and Performing Arts.

04 Business, Administration, Economics

Business, Administration, Management, Economics

05 Education

Initial School/TAFE Level Teacher Education (pre-service), Post-initial School/TAFE Level Teacher Education, Education other than Teacher/Trainer Education, other Teacher/Trainer Education.

06 Engineering, Surveying

Engineering and Related Technologies, Surveying.

07 Health, Community Services

Dental Services, Health Support Activities, Health Science and Technologies, Medical Science, Medicine, Rehabilitation Services, Community, Family, Personal Health Care.

08 Law, Legal Studies

Law, Justice Administration, Law Enforcement, Legal Studies.

09 Science

Computer Science, Information Systems, Life and General Sciences, Mathematics, Physical Sciences.

10 Veterinary Science, Animal Care

11 Services, Hospitality, Transportation

Food/Beverage, Hospitality, Tourism, Transportation, Apparel Sales, Services, Other Services.

12 VET Multi-Field Education

Multi-Broad-Field VET Vocational Education, VET Multi-Field Basic Education.

The full classification scheme is given in the Department of Employment, Education and Training publication *Field of Study Classification of Tertiary Education Courses*.

9. Funding Source

The Funding Source is a classification that may be used to identify the funding body associated with the delivery of a module to a client.

Valid codes are as follows;

01	Commonwealth and State Recurrent Funding
02	Commonwealth and State Specific Funding
03	Fee for Service Funding

10. Geographic Region

The Geographic Region classification has been developed to provide geographic location information about VET Clients.

The Department of Primary Industries and Energy (DPIE) and the Department of Employment, Education, Training and Youth Affairs(DEETYA) have geographic classifications based on Statistical Local Areas (SLAs). The four classifications listed below are derived by mapping the Client's Residential Postcode to a SLA and then grouping the appropriate DPIE or DEET geographic regions. These geographic regions were produced at NCVER.

Capital City:

Consists of ABS State and Territory Capital City Statistical Divisions (Sydney, Melbourne, Brisbane, Adelaide, Perth, Hobart, Darwin and Canberra).

DPIE rural, remote and metropolitan zones classification: Capital City

DEET rural/remote classification: Capital

Other Metropolitan:

Includes Statistical Divisions associated with urban centres of population greater than 100,000 (Geelong, Newcastle, Wollongong, Gold Coast and Tweed, Townsville-Thuringowa and Queanbeyan).

DPIE rural, remote and metropolitan zones classification: Other Metropolitan

DEET rural/remote classification: Urban

Rural:

Consists of SLAs associated with Urban centres of population 5,000 or more and not classified as Remote (Albury-Wodonga, Dubbo, Lismore, Orange, Port Macquarie, Tamworth, Wagga Wagga, Ballarat, Bendigo, Shepparton-Mooroopna, Bundaberg, Cairns, Mackay, Maroochydore-Mooloolaba, Rockhampton, Toowoomba, Whyalla, Bunbury, Launceston, Bathurst, Wangaratta, Morwell, Gladstone, Mount Gambier, Mandurah, Devonport, Blayney, Bairnsdale, Banana, Berri, Busselton, Scottsdale and Litchfield).

DPIE rural, remote and metropolitan zones classification: Large Rural Centre, Small Rural Centre, Other Rural Area

DEET rural/remote classification: Provincial, Rural, Agricultural

Remote:

Contains urban centres with an Index of Remoteness greater than 10.5 (Blackwater, Bowen, Emerald, Mareeba, Moranbah, Mount Isa, Roma, Broome, Carnarvon, East Pilbara, Esperance, Kalgoorlie/Boulder, Karratha, Port Hedland, Alice Springs, Katherine, Brewarrina, Walgett, Orbost, Boulia, Coober Pedy, Exmouth, Strahan and Jabiru). The Index of Remoteness defines the boundary between rural and remote areas of Australia and is based on the distance and population density characteristics of the area of interest.

DPIE rural, remote and metropolitan zones classification: Large Remote Centre, Other Remote Centre

DEET rural/remote classification: Remote, Isolated

11. Highest School Level Completed

This classification specifies the highest level at primary/secondary school that a client has completed. Where the client left school without completing the full program for a year, the highest level is that for the previous year.

Valid codes are as follows:

07 Completed year 7 or lower
08 Completed year 8
09 Completed year 9
10 Completed year 10
11 Completed year 11
12 Completed year 12
Not Stated

12. Language (Spoken At Home)

The Language Spoken at Home classification may be used to identify any language other than English which is commonly spoken at home by an individual. Clients are classified according to the main language they speak at home.

The Australian Bureau of Statistics defines and maintains language classifications

In this publication, the Language spoken at home information has been presented by:

a) English only:	Code '1201'
b) Languages other than English:	Includes all codes not represented in a) and c). The totals within Australia are ranked in descending order. The six highest ranked languages are presented individually and all other languages are totalled and shown as 'Other languages'.
c) Not Known	Includes not stated, blank, and invalid codes.

13. Module Result

The Module Result classification describes a result or outcome that may be achieved by a client enrolled in a module.

Valid codes are as follows:

01	Student assessed - passed
02	Student assessed - failed
03	Student assessed result withheld
04	No assessment - satisfactory completion of hours
05	No assessment - studies not yet completed
06	Status (or credit) granted - through Recognition of Prior Learning
09	Status (or credit) granted - through Credit Transfer Arrangements
10	Withdrew - without failure
11	Withdrew - failed
12	Withdrew - transferred
90	Not Stated

These may be used in conjunction with agreed formulae to calculate Module Completion Rate and Module Load Completion Rate.

In this publication, codes 10 to 12 have been collapsed to represent a category for withdrew.

14. Not Known

In some training organisations, particular client questions are not asked. A client also has the right to not respond to a question. Both of these situations appear as 'Not Known' in the tables in this publication but are differentiated within the database. Invalid responses are also included as 'Not Known'.

15. Overseas Full-Fee Paying Client

Overseas Full-Fee Paying Client is a flag (Y/N) used to indicate whether or not a client from overseas is undertaking study in Australia on a student visa.

16. Prior Educational Achievement

The Prior Educational Achievement classification describes any categories of prior education which may have been attempted or completed by a client.

Valid codes are as follows:

01	Trade Certificate
02	Advanced/Technician Certificate
03	Other Certificate
04	Associate Diploma
05	Undergraduate Diploma
06	Degree or Postgraduate Diploma
07	Unspecified Prior Educational Achievement

Information is also collected to indicate whether the client has successfully completed the qualification or enrolled without completion.

17. Qualification Category

The Qualification Category classifies the qualification awarded to an individual on successful completion of a course.

Valid Codes are as follows:

- 10 Diploma
- 20 Associate Diploma
- 31 Advanced Certificate - Post Trade
- 32 Advanced Certificate - Other
- 41 Certificate - Trade
- 42 Certificate - Not Elsewhere Classified
- 50 Endorsements to Certificates
- 60 Statement of Attainment
- 70 Certificate of Competency
- 80 Certificate of Proficiency
- AQF Courses:
  - 81 AQF - Senior Secondary
  - 82 AQF - Certificate I
  - 83 AQF - Certificate II
  - 84 AQF - Certificate III
  - 85 AQF - Certificate IV
  - 86 AQF - Diploma
  - 87 AQF - Advanced Diploma
  - 88 AQF - Bachelor's Degree
- 90 Other
- 99 Not Applicable(ie. not an award course)

18. Sex

The Sex field describes the sex of a client (male or female).

19. Stream of Study

This section describes the types of courses that would be coded to each Stream category. The content is based on material contained in the document published on behalf of the Australian Conference of TAFE Directors, entitled *Classification Procedures Manual for TAFE Courses*. For a more detailed description of the classification reference should be made to that document.

Stream 1000 - Recreation, Leisure, and Personal Enrichment

> Courses classified to Stream 1000 are directed towards the encouragement and development of creativity, social and personal pursuits, and skills that enable people to make more effective use of leisure time.

Stream 2100 - Entry to Employment or Further Education:

Basic Education and Basic Employment Skills:

> Courses classified to Stream 2100 provide remedial education or involve other preparatory activities to enable participation in subsequent education or social settings, and are of a type which aim to achieve basic skills and standards. Included in courses classified to Stream 2100 are those provided for the acquisition of literacy and numeracy, EPUY courses, career exploration courses and link courses.

Stream 2200 - Entry to Employment or Further Education:

Educational Preparation:

Courses classified to Stream 2200 provide remedial education or involve other preparatory activities to enable participation in subsequent education or social settings, and are of a type which prepare students for further education. Included in Stream 2200 for example would be certificate of entrance courses, pre-certificate courses, tutorial mathematics courses for certificate students, Tertiary Orientation program courses, and diploma entrance courses.

Stream 3100 - Initial Vocational Courses: Operatives

Stream 3100 courses provide initial education and training for entry to vocations requiring a level and range of skills less than is normally required for a tradesperson. Stream 3100 courses would generally require minimal educational qualifications for entry, would be of short duration, and would emphasise a single activity which can be performed upon completion of the course. Included, for example, would be courses for plant and machine operators, and cleaners. Operatives are personnel who, after training, are able to perform a limited range of skilled operations.

Stream 3211 - Initial Vocational Courses: Skilled

Courses for Recognised Trades - Partial Exemption to Recognised Trade Courses:

Courses classified to Stream 3211 are those which provide partial exemption to recognised trade courses.

Stream 3212 - Initial Vocational Courses: Skilled

Courses for Recognised Trades - Complete Trade Courses:

Courses classified to Stream 3212 are complete trade courses that provide initial education and training for entry to a specific trade. Such vocations require a high degree of skill, usually in a wide range of related activities, performed with minimal direction and supervision. In contrast to operatives, persons in such vocations are competent to carry out a broad range of related tasks. The skill level for such vocations is less than that required of a paraprofessional within the same industry.

Stream 3221 - Initial Vocational Courses: Skilled

Other Skills Courses - Partial Exemption to Other Skills Courses:

Courses classified to Stream 3221 are those which provide partial exemption to courses for vocations which are not recognised as trades but which require a range of skills at a similar level.

Stream 3222 - Initial Vocational Courses: Skilled

Other Skills Courses - Complete Other Skills Courses:

Courses classified to Stream 3222 are complete skills courses which provide initial education and training for entry to vocations which are not recognised trades but which require a range of skills at a similar level. Such vocations require a high degree of skill, usually in a wide range of related activities, performed with minimal direction and supervision. In contrast to operatives, persons in such vocations are competent to carry out a broad range of related tasks. The skill level for such vocations is less than that required of a paraprofessional within the same industry.

Stream 3300 - Initial Vocational Course:

Trade Technician/Trade Supervisory, or equivalent:

Courses classified to Stream 3300 provide initial education and training in skills at a level higher than trade or trades-equivalent skills. Stream 3300 courses may include skills needed for supervision, but do not provide the level of breadth of specialisation, which is provided through courses for paraprofessionals.

Stream 3400 - Initial Vocational Courses:

Paraprofessional - Technician:

Courses classified to Stream 3400 are designed to provide initial education and training to develop the breadth of specialised skills required for employment in paraprofessional vocations. Work in such vocations requires the exercise of judgement and may involve specialist functions, and is carried out primarily in support of professionals or other paraprofessionals, or independently.

Stream 3500 - Initial Vocational Courses:

Paraprofessional - Higher Technician:

Courses classified to Stream 3500 provide initial education and training to develop specialised skills beyond those developed in Stream 3400 courses, in terms of depth of scope of skills. Stream 3500 courses prepare students for employment in paraprofessional vocations which may involve a variety of specialist functions and require the exercises of judgement. Graduates of Stream 3500 courses usually work in support of professionals, or independently, and are usually employed at higher occupational levels than graduates of Stream 3400 courses.

Stream 3600 - Initial Vocational Courses - Professional

Courses classified to Stream 3600 provide initial education and training at a higher level than paraprofessional courses, and include courses which lead to employment in vocations comparable to those entered by graduates of Diploma (UG2) courses accredited by the Australian Council on Tertiary Awards.

Stream 4100 - Courses Subsequent to Initial Vocational Courses:

Operative level:

Courses classified to Stream 4100 are operative level courses designed to be undertaken subsequent to the completion of a Stream 3100 course (Initial Vocational Course: Operative level) or subsequent to an on-the-job training equivalent.

Stream 4200 - Courses Subsequent to Initial Vocational Courses:

Skilled level

Courses classified to Stream 4200 are skilled level courses designed to be undertaken subsequent to the completion of a Stream 3212 course (Initial Vocational Course - Complete Other Skills Course), or subsequent to an on-the-job training equivalent.

Stream 4300 - Courses Subsequent to Initial Vocational Courses:

Trade Technician: Trade Supervisory, or Equivalent:

Courses classified to Stream 4300 are designed to be undertaken subsequent to the completion of a Stream 3300 course (Initial Vocational Course - Trade Technician/Trade Supervisory, or equivalent) or subsequent to the acquisition of an equivalent level of skills through on-the-job training.

Stream 4400 - Courses Subsequent to Initial Vocational Courses:

Paraprofessional - Technician:

Courses classified to Stream 4400 are designed to be undertaken subsequent to the completion of a Stream 3400 course (Initial Vocational Course - Paraprofessional: Technician) or subsequent to the acquisition of an equivalent level of skills through on-the-job training.

Stream 4500 - Courses Subsequent to Initial Vocational Courses:

Paraprofessional - Higher Technical or Higher:

Courses classified to Stream 4500 are designed to be undertaken subsequent to the completion of a Stream 3500 course (Initial Vocational Courses: Paraprofessional: Higher Technician) or a higher level course, or subsequent to the acquisition of an equivalent level of skills through on-the-job training.

APPENDIX G - OTHER COLLECTED DATA

The classifications listed in this appendix are:

1. ASCO (Occupation Type)
2. ASF Level
3. Delivery Strategy
4. Recognition Status
5. Year Highest School Level Completed

For more detailed information on classifications, refer to AVETMISS Release 2.0 Vol. IV.

1. ASCO (Occupation Type)

The ASCO classification describes a job according to the primary purpose of the position. When applied to courses, it is intended to indicate the most common occupational outcomes of the course.

The Australian Standard Classification of Occupations (ASCO) scheme is a four level hierarchical classification system (major groups, minor groups, unit groups and occupations) in the format:

Mmuu-oo where

M	identifies the major group
m	identifies the minor group
uu	identifies the unit group
oo	identifies the occupation

2. ASF Level

The Australian Standards Framework (ASF) classification identifies a competency level associated with a category of work. It was developed by the National Training Board (NTB) for use in determining the level of group of units of competency in a set of competency standards.

Within the new Australian Qualifications Framework (AQF) effective from 1 January 1995, ASF Levels have a direct relationship with the four levels of Certificate and, in the Vocational Education and Training Sector, with the Diploma and Advanced Diploma.

Valid codes are as follows:

01	ASF Level 1
02	ASF Level 2
03	ASF Level 3
04	ASF Level 4
05	ASF Level 5
06	ASF Level 6
07	ASF Level 7
08	ASF Level 8

3. Delivery Strategy

The Delivery Strategy describes an approach that may be adopted to deliver the material contained in a module.

Valid codes are as follows:

01	Local class - scheduled, teacher directed
02	Remote class - scheduled, teacher directed
03	Self paced - scheduled, local class organisation
04	Self paced - unscheduled, multiple options
05	External - correspondence
06	Workplace - experimental learning
07	Mixed delivery - any combination of two or more strategies
90	Other

4. Recognition Status

The Recognition Status is a classification that distinguishes courses according to the type of formal recognition granted.

Valid codes are as follows:

01	Accredited under NFROT
02	Recognised Training Program
04	Recognised Short Course
05	Provider Recognised

5. Year Highest School Level Completed

Year highest school level completed describes the year in which a client has completed his/her highest school level.

This publication is designed for those who require detailed information about vocational education and training (VET) in Australia.

It includes characteristics of the clients (students), the courses and modules they undertook, information about module outcomes and measures of total VET activity.

Summaries of 1998 information are also available in *Australian VET statistics 1998: An overview* and *Australian VET statistics 1998: At-a glance.*

Financial information is also available in *Australian VET statistics 1998: Financial data.*

Data for the years 1996 & 1997 is also available from NCVER.

For further information on the NCVER range of statistical publications, call NCVER Client Services on 1800 00 99 66

BEST COPY AVAILABLE